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ABSTRACT

This book deals with the promotion of body awareness through use of educational gymnastics, with handicapped or non-handicapped but poorly coordinated children of all age levels. The method provides an analytical approach to movement, encourages children to listen to language, and assists them in creating their own activities. The activities and suggestions included in the book have been used with children with various conditions, including autism, deafness-blindness, hearing loss, Down's Syndrome, mental retardation, hyperactivity, spina bifida, muscular abnormalities, lack of confidence, poor sequential memory, poor understanding of body and spatial awareness, lack of knowledge of directional concepts, aphasia, learning difficulties, and poor motor coordination. The first section of the book provides an overview of the program's rationale and discusses promotion of body awareness, lesson format, and equipment. Section 2 contains descriptions and illustrations (photographs and drawings) of activities to develop body movement and awareness. Activities are listed for each part of the lesson format: introductory activity, general body movement, weight on two hands, push and pull, foot exercises, class activities, and group activities. The third section presents sample lesson programs for poorly-coordinated children and for very (multiply or severely) handicapped children. Ways in which to record student progress are suggested. An appendix contains posture models which can be used to teach children correct body posture. (CB)

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PHYSICAL EDUCATION FOR POORLY CO-ORDINATED CHILDREN.

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Bevilie R. Watson.

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Foreword

I have for some time been awaiting the publication of this program for poorly co-ordinated children and feel very privileged to have been given the opportunity to write the foreword.

My professional association with Bevilie Watson began in 1972 when, as Director of the Special Education Program for autistic children in South Australia, I was searching for a specialised physical education program which would meet the needs of young autistic children with their poverty of social interaction, their severe learning and language impairments, their repetitive rigid behaviours, their lack of play and most of all, their poor motor skills and impaired body image development.

Bevilie Watson's existing program of educational gymnastics, which she had been running since the early 1960's offered the highly professional, analytical programming which was needed. The specially adapted program provided was highly successful and ran until 1979 when the numbers of children concerned necessitated the appointment of a full-time physical therapist. I was greatly impressed by her skilled use of task analysis which followed a step-by-step approach of not only breaking down complex skills into their component parts, but also building up a hierarchical chain of learning difficult skills, so that even very handicapped children could, with manual guidance and one-to-one teaching in small specialised groups, systematically acquire them.

Her program had many unique features including the involvement of parents at a time when the value of parents working with their own children was barely recognised, the development of valuable skill checklists, the keeping of intensive individual records, the careful organisation of skill groupings, and systematic lesson planning. This was always followed by both the short and long-term evaluation of each child's progress. Furthermore, it was particularly exciting to see the integration of a number of the more capable autistic children into her educational gymnastic groups run for normal and poorly co-ordinated children. Indeed, some children still attend these groups.

Knowledge of Bevilie Watson's professional expertise and dedication to the development of a specialised physical education program for the handicapped quickly spread and she showed exceptional skill in adapting her program to cater for the needs of such diverse developmentally disabled individuals as the deaf-blind, and the moderately and severely retarded. The relevance of her work was also seen in the increasing number of hyperactive children, children with specific learning difficulties and those with poor perceptual motor skills and poor co-ordination who were referred to her programs. Furthermore, other professionals became increasingly interested in her use of instructional cues for children with learning and language problems as these were obviously assisting children to internalise language cues and to develop appropriate body awareness and self-control.

As a result of her programs, Bevilie Watson has helped numerous children not only overcome many motor difficulties and poor co-ordination, but, perhaps even more importantly, they have developed higher-level social skills and a healthier self-concept through their ability to participate in play and recreational activities.

Her highly successful programs have led to her involvement in teacher-training courses at undergraduate, graduate and in-service levels. Indeed her classes have provided valuable practical experience and training for regular and special education students. The recognition of the relevance of her work for other disciplines has led to her lecturing in her field interstate and overseas.

Theorists and practitioners alike, whatever their connection with the subject will find in this book a constant source of valuable ideas and practices, as well as a series of impeccably planned sequential activities which, together, provide an excellent resource handbook.

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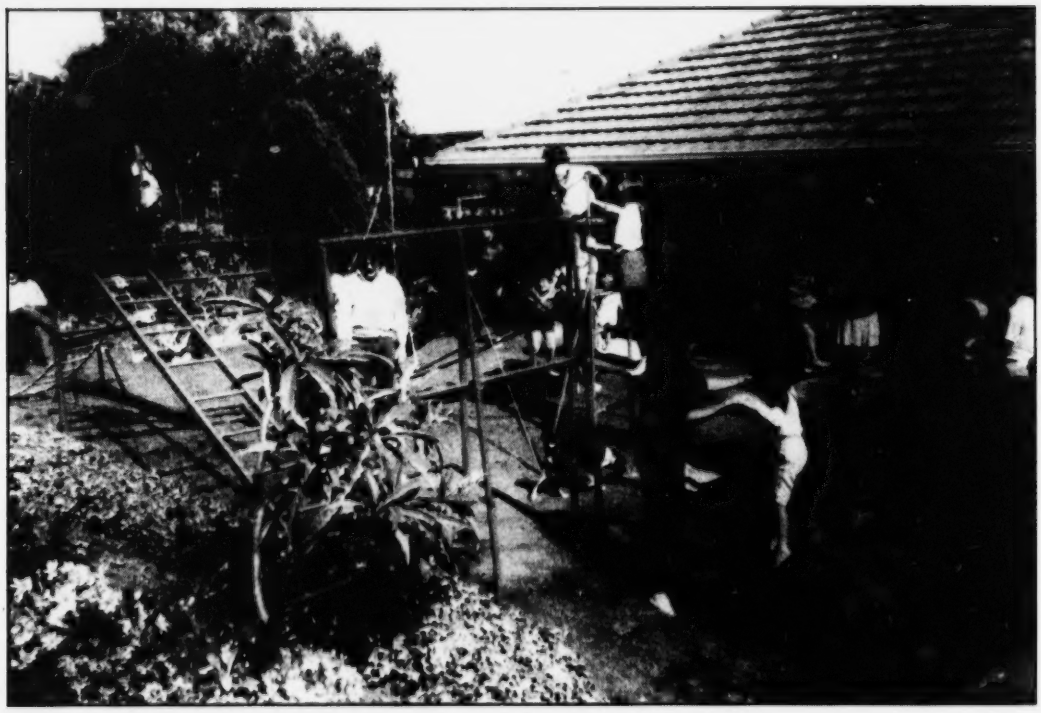
26.4.84



Preface

For many children body awareness has not developed to the same extent as in other children and has hampered them in many areas of learning. This book deals with the promotion of body awareness through the introduction and use of educational gymnastics, in order to help these children. Educational gymnastics provide an analytical approach to movement, encouraging children to listen to language, and having interpreted that language, assisting them to create their own activities. This enables them to work at their own standard of ability which is helpful in the building of confidence. The understanding of concepts, sequential memory work and concentration are all developed by the use of educational gymnastics.

Many children find it difficult to master the skills for playing games and therefore fail in the playground. A break-down of these skills, in order to offer a positive approach rather than a negative one, will gradually help these children to overcome their difficulties. This book provides the educator with groups of activities which have been developed from the simplest form to the final performance level necessary for children to participate in games with other children.

A variety of ideas is set down in the following pages to help teachers who are involved in the education of these children to promote body awareness and to develop the basic skills. These two aspects of physical education must be developed simultaneously in order to contribute to the complete development of poorly co-ordinated children.

The title of this book, 'Physical Education for Poorly Co-ordinated Children', has been chosen to include a great range of children. Poorly co-ordinated does not only refer to those in the regular schools who have difficulties, but to children in schools for the more handicapped as well. The book tries to deal with all the children who have some difficulty in co-ordinating their body movements.

It is the aim of the author to help all children to play more ably and capably in the playground with their peers. It has been necessary to include in the book two sets of lesson programs in order to cover both the very handicapped children, who find it difficult to comprehend the language spoken by the teacher, as well as those children who have less marked learning problems.

Children who have participated in the classes which have been described, include: autistic children, deaf-blind children, children with a hearing loss, children with Down's syndrome, mentally retarded children, hyperactive children, children with spina-bifida, children with muscular abnormalities, children who lack confidence, children with poor sequential memory, children who have a poor understanding of body and spatial awareness, children who lack the knowledge of directional concepts, aphasic children, children with specific learning difficulties and other children who are just poorly co-ordinated. Many other children have attended for the enjoyment of muscular activity, mental stimulation and general body awareness who have no problems with their physical and mental abilities, but who find great joy in moving. By using educational gymnastics, most of the above children have been catered for in the same classes.

By adapting the language and complexity of the tasks to the age and ability of the pupils, educational gymnastics can be taught to kindergarten children up to any age level. Adults in 'keep fit' classes enjoy the mental and physical stimulation of combining, memorising, and performing many sequences. Classes for adults do not include experience on equipment.

With increasing integration of moderately and mildly handicapped children into the regular school, more emphasis must be placed on the careful planning of a physical education lesson which provides the opportunity for each child to perform and progress at his own level of

ability. The 'Lessons for Poorly Co-ordinated Children', as described in this book, cater for both handicapped and non-handicapped children in the same class, which is ideal for integrated classes. Severely handicapped children whose level of performance is low and whose progress is very slow, need to be taught in different classes, often needing help on a one-to-one basis. The 'Lessons for Very Handicapped Children' offer a sequenced program of learning for these children.

One-to-one help for children attending these classes is provided by trained teachers studying special education, pre-service students undertaking teacher training, teenagers still attending school and parents and family members.

The promotion of body and spatial awareness, the development of basic skills and the experience of climbing on equipment are necessary foundations for controlled movement, but only form three aspects of a required physical education program necessary for all-round development of children.

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Body Awareness and the Development of Basic Skills

A major objective in teaching physical education to children is to promote body awareness and to develop a level of competence in the basic skills of human movement.

There is a need for all children to develop an awareness of their own bodies and the position they occupy in space, but for many children with learning difficulties, this development has not taken place to its full extent. Lack of body awareness can hamper these children in many areas of learning.

Body awareness includes being aware of different parts of the body, the movements which can be performed by those parts, the relationship of those parts to one another in tasks involved in co-ordination, as well as the relationship of body parts to external objects. As the child becomes increasingly aware of these things he establishes a picture or image of himself.

This body image then becomes the focal point for all movements, whether they be forward, backward, sideways, up, or down. Spatial concepts such as front and back, right and left, top and bottom, and high and low are first learned with reference to the body, and subsequently applied to other objects in the world about them. Children apply these concepts in the classroom. When they read, they start at the front of the book, not the back, from the top, not the bottom, and they read from left to right. It is through teaching educational gymnastics that this much needed body awareness can be achieved.

Some children have little or no experience of playing, and therefore lack such skills as jumping, skipping and somersaulting, which come quite naturally to most children. Their footwork and co-ordination are poor, and their knowledge of ball-work non-existent. Ball skills are necessary if they are to reach the normal standards required for playing games with other children. Many will never reach an adequate standard necessary for playing a major game. Many will not even be able to reach normal performance in the basic skills, but it is the role of the teacher to help them to reach the highest standard of which they are capable and to help them to enjoy playing.

The methods which will appear in the following pages are based on programs for normal primary school children, but have been adapted to meet the needs of severely handicapped autistic children as well as the less handicapped, but poorly co-ordinated children in the regular classroom. Lessons are designed for classwork, but the more severely handicapped may need the assistance of adult helpers or capable older children to work with them in the group environment under the direction of a supervising teacher.

Many skills have been broken down into their component parts in an endeavour to help these children reach normality. In breaking down skills and activities the teacher is able to provide a program of training which is organised so that each child is progressing through each level at his own standard of ability. The child is offered a positive approach rather than a negative one, the latter occurring when he is asked to attempt work which is too difficult. In this way confidence grows instead of frustration.

Although there may not necessarily be any marked improvement in any skill, the very activity may enable the child to improve in endurance and strength, and help in body posture. In our zealousness to teach skills we must not lose sight of this.

RATIONALE

3

The Promotion of Body Awareness

BODY IMAGE

Children who lack body image do not have a clear perception of their own bodies, the position they occupy in space or the various parts which need to be controlled when performing particular activities. These perceptual difficulties reveal themselves in many ways. Children may find difficulty in knowing how much space is necessary to accommodate their bodies. They may be asked to lie down on the floor between pieces of furniture with room enough to shake their hands and feet freely. A child lacking in body image may choose a space that is too small and his hands and feet may knock into the furniture. Another child may choose a space that is unnecessarily large. Both are unaware of the size of their bodies and the amount of space that is necessary to accommodate them in order to perform various tasks. Another example can occur when children are asked to walk under a bar. One may bump his head when bending to pass under it; another may bend down lower than necessary.

Difficulties will arise when children are asked to move certain parts of the body upon command. A child may not be able to move one arm without moving the other, or he may not be able to shake his legs around without clumsy movements of his arms. Another child, when asked to open the fingers of the right hand and the toes of the left foot, may hesitate in determining which limbs have been requested, or he may move the other limbs as well. All these problems are the result of the lack of developing a complete pattern of their own bodies and their movements. It is necessary to offer these children opportunities for motor activities and to guide their motor development towards an awareness of their bodies in space and of what they can do.

EDUCATIONAL GYMNASTICS

The underlying principles involved in programs designed in this book are based upon educational gymnastics. This type of gymnastics provides an analytical approach to movement. This particular approach is utilised in the structure of the two major parts of the lesson, namely the promotion of body awareness and the development of skills.

By using educational gymnastics, the children are encouraged to think as they move. Each is able to work at his own standard of ability and at his own rate. Everybody finds something he can do, and therefore, there is no longer anyone in the class who cannot achieve something, and confidence grows. These are very important factors when teaching poorly co-ordinated children, handicapped children and those who have learning problems.

Every pose a child assumes can be analysed in many ways. We can consider:

- what the shape is – curled, stretched, wide, narrow, twisted or bent
- what parts of the body are taking the weight – known as bases. There are balance bases which are hard to hold and rest bases which are easy to hold. There are also large bases (a lot of the body taking the weight), small bases (a little of the body taking the weight), or wide bases (the parts of the body taking the weight placed wide apart)
- whether the feet are together or apart
- whether the head is near the knees or away
- whether the hands are near the feet or away
- what the highest and lowest parts of the body are
- what one side of the body is doing in comparison with the other – either looking the same (symmetrical), or different (asymmetrical)
- right or left

If the child should move, we can consider:

- which part of the body leads the way
- in which direction he moves, either forward, backward, sideways, up or down. Diagonal direction can also be used
- the pattern made by the moving parts, termed pathway – there can be straight, curly and zig-zag pathways
- the space used – space around a beanbag, a stick or a colour band, or space inside or outside a hoop, or just space in the air
- the levels at which the body can be placed – low (nearest the ground), medium (waist height), and high (head height).

THEMES AND SUB-THEMES

All these components apply to every movement. There are too many to think about every time there is action, so two or three are selected each physical education lesson for children to concentrate on while working. These form the theme and sub-themes of every lesson. The theme may be making different shapes with the body. The sub-themes will then determine what is being done with those shapes and where they are being put in space.

The components which are obtained by analysing movement can be used either as themes or sub-themes. Once a component has been introduced for emphasis as a theme over several lessons, it can be used by itself or in conjunction with others to form the sub-themes. The choice of a component as a theme is merely determined by what is to be stressed. The components are all of equal importance and by using them in different combinations the variety of ideas for making up lessons is increased.

The theme and sub-themes may first of all be introduced to the class during the Introductory Activity, when the children are encouraged to move freely in order to limber up and get warm. The children may be asked to run around the room, moving into spaces rather than around in a circle, and on a

signal may be asked to interpret the theme and sub-themes chosen for the lesson, e.g. any shape on any level, or a specific shape on a specific level (see Introductory Activities, 2.4).

This is followed by the activity headed 'General Body Movement', where sequences are made using themes and sub-themes in order to produce plenty of movement. When the sequences have been completed, the whole body should have been exercised.

The following is an example of three simple sequences which would be performed by normal, upper primary school children. The theme is shape and the sub-themes are bases and levels.

The children are asked to show a curled shape on any base, at the low level. Each child interprets differently. Now they make a narrow, stretched shape at the medium level, on a new base, and the two movements are repeated until each activity is clearly remembered. Still another shape, a wide, stretched one, can be added at the high level on still another base, and all three movements are combined to form a sequence.

A second sequence can be added by starting with a curled shape at the medium level, a narrow, stretched shape at the high level, and a wide, stretched shape at the low level. The first sequence is done again and the second is added to it.

Depending on the age and ability of the class, a third sequence can be added. This time the curled shape is done at the high level, and the narrow, stretched shape is done at the low level which leaves the wide, stretched shape for the medium level.

All three sequences are now combined and performed in one continuous activity.

Sequences need not be made up using three different levels for each shape, but they can all be done at the low level, using different bases for each. The three can then be done using different bases still, at the medium level and likewise up high. A child asked to do a stretched shape at the high level may choose a handstand or headstand, while the less adventurous may stand up on two feet or, with shoulders on the ground, put both feet in the air. The children perform activities within their own capabilities and thus gain confidence.

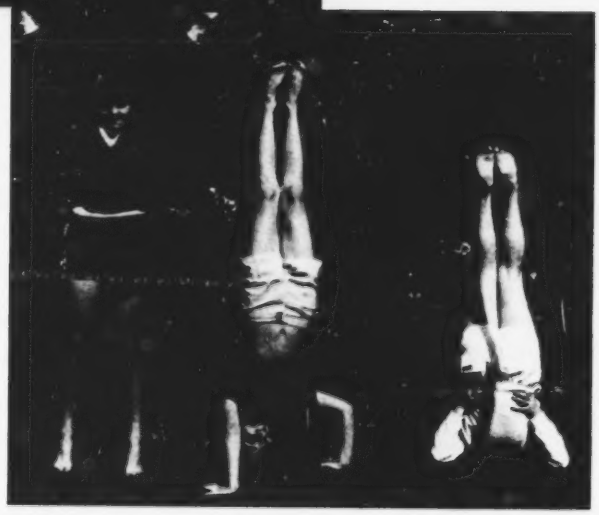
Upper primary children are capable of quite complicated sequences as can be seen by the following examples.

The theme is curled and stretched, symmetrical and asymmetrical shapes, and the sub-themes rest and balance

Curled shapes at the low level

Stretched shapes at the medium level

Wide shapes at the high level



Stretched shapes at the high level

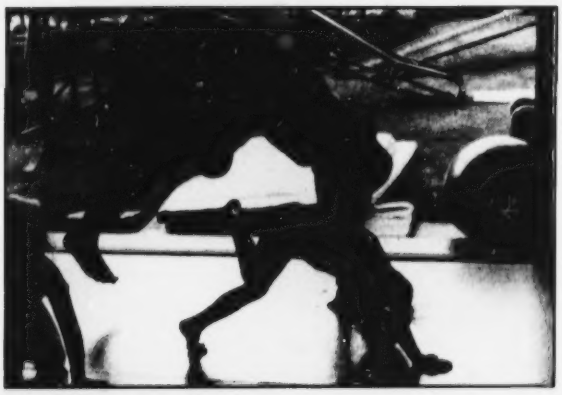
bases with two hands and two feet as part of the base, and performed at two different levels.

The children are asked to show a wide symmetrical shape, stretched out at the low level with their hands and feet as part of the rest base. They are asked to keep the right foot still, and move the whole body towards it, to become curled and asymmetrical on a balance base at the medium level, and then return to the low level to assume the original position. They are then asked to move in a similar manner towards the left foot, thus repeating the action on the opposite side, and back to rest at the low level. They are then asked to keep the right hand quite still and move the whole body towards it to make a new asymmetrical and curled shape on a balance base at the medium level, and return to rest. Again they repeat the action towards the left hand and finish in a rest position.

Once this is remembered and repeated several times, a second sequence is added, this time beginning at the medium level, and moving to the high level. Because of the complicated nature of the sequence, only two variations are needed. The capabilities of upper primary children to interpret difficult commands as simple movements must not be overlooked.

In any activity, varied interpretations of the teacher's directions are made by the children, depending upon their understanding and their capabilities. Some children are limited, however, in their ability to initiate, and so the teacher must interpret and demonstrate the sequences for them to copy. Some children may copy the teacher, others may copy their own helpers when they repeat it for them, and others may have to be physically manipulated into the required positions. It may take years before very handicapped children are completely able to initiate a sequence; many never will, but they are, however, benefitted from the body movement, which is of prime importance in any physical education lesson. In this way too, concepts are learned and understood, and body awareness is gradually improved.

The theme is the common factor running through much of the lesson giving direction and coherence to the various activities. It is included in the activity headed 'Weight on Two Hands', where experience is gained by lifting the legs into the air in a manner in keeping with the framework of the lesson. It can also be applied to many of the activities in 'Push and Pull' (2.7), and to a few of the exercises in the section 'Foot Exercises'. The basic games' skills appear in the lesson under the headings 'Class Activity' and 'Group Activities'. In this latter part of the lesson, the same theme is applied to activities using large equipment (see Large Equipment, 1.3).



A child modelling his helper

The helper manipulating the child's toes

Some educational approaches emphasise the importance of language in controlling distracting and impulsive behaviour. The educational gymnastics lesson, with its emphasis on the child having to listen carefully in order to interpret the instructions of the teacher, is in line with those approaches in providing the child with progressively developed learning tasks which the easily distracted child is encouraged to verbalise silently. Similarly, for an impulsive child, the educational gymnastics program helps the child, through language, to regulate his own movements in a more controlled fashion.

THE BUILDING OF CONFIDENCE

It is most important that children succeed. Success is the forerunner of confidence. In order to succeed, children must be presented with some activity which is within their ability to achieve.

Just as children cannot be expected to run before they walk, so it is useless to expect them to catch a ball before eye-hand co-ordination has been established with less complex tasks. Activities which have been broken down into component parts can offer stages at which every child can achieve something. This is the positive approach.

If a child is thrown a ball and it is repeatedly dropped, the child becomes frustrated and discouraged and feels inadequate. These frustrations do not help to build up confidence. This is a negative approach.

Confidence grows with the knowledge of the growth of one's abilities. A child who is unable to play adequately with other children is often despised by those children, and confidence is affected. A child who lacks confidence in the playground can be helped to build up confidence if carefully taught.

Children who lack confidence will often have poor posture. They tend to slump and slouch in order to look, at least in their opinion, a little less conspicuous. Confidence and improved posture seem to develop hand in hand with this type of child. Some knowledge of the required body positions necessary for good posture may help them to attain a better appearance and

allow their bodies to function at their utmost efficiency.

IMPROVING POSTURE

With the aid of a little posture model called George, children can be taught that when posture is correct, the ear must be directly above the shoulder, the shoulder above the hip, and the hip above the knee. When the back is rounded, the chest becomes hollow and a poking chin results. They can be shown how to lift up the back bump of the head to correct the chin and shoulder positions. In the lower back region a protruding tummy results in a hollow back. The tummy must be pulled in and the tail tucked under to correct this poor posture.

Tobo is another posture model, used from back view to show the curved effect on the spine of a child carrying his school bag for too long in one hand. He should be encouraged to change hands after short distances.

A lower spinal curve and a raised hip are sometimes the result of standing on one leg too often. Weight should be evenly balanced on both feet.

Tobo as a clown stands with his feet out sideways. Feet must face straight forward at all times, otherwise there tends to be a rolling inward if the weight is not correctly distributed, and flat feet can result.

The sitting position is also important. Desks and chairs should be of a height which enables the children to sit with their elbows at right angles while their hands rest on the desk top and their hips and knees form right angles while sitting back in their chairs. A bend forward from the hips when they are writing, ensures that the children's eyes are not too close to their work.

Spatial awareness – where to put the body in space

Inside

Outside

Under and over

Lesson Format

The lessons which appear in this book are appropriate for classes of normal children as well as for children with learning difficulties. The integration of handicapped children into regular classes is going to make it necessary for the teacher to offer physical education lessons to the class from which every child will benefit. To do this the form of the lesson must be carefully planned in order to benefit the best performers as well as those with problems. As the teacher will therefore be coping with children of different physical as well as mental abilities, it may be advisable to modify not only the activities to suit the age and ability of the class, but also the language used. The lesson examples which appear in this book are composed for upper primary children and are accompanied by the appropriate language for this age group. The guidelines are laid down for the teacher to use experience and ability to adapt these lessons to a wide range of ages and abilities.

This section explains the form of the lesson in detail and the use of a wide variety of equipment. Each lesson is designed to take one hour. If two half-hour lessons only are available, the introductory activity and the movement part of the lesson can be introduced during the first lesson, and the class activity, followed by the group activities, can be offered in the second.

INTRODUCTORY ACTIVITY

During this activity the children are encouraged to move freely in order to limber up and get warm. Sometimes the activity is used to introduce the theme and sub-themes when the children are asked to move in different ways in the general space, and, on a signal, assume different shapes, etc. They may be asked to move around the room while holding different positions or to touch places in the room in varying order which they are required to memorise and repeat. The introductory activity may take the form of a simple game which can be quickly explained.

GENERAL BODY MOVEMENT

This section is unlike other physical education approaches which follow a set of standardised exercises for each member of the class to perform. Each performer is encouraged to become a creative artist as well as an interpretative one by applying themes and sub-themes. There must be an opportunity for complete muscular activity which will depend on the teacher's choice of the themes and sub-themes. The children have to listen to the teacher's directions, interpret them, and then create as they perform. The children will have to recall the activities they have devised, and perhaps repeat them several times. Once they have mastered one sequence, a second, and even a third, can be added, depending on the age and ability of the performers. There is progressive development in a child's ability to create a variety of sequences and recall them in correct order. It is in this part of the lesson that there is the most preparation for applying knowledge to equipment. There is the opportunity to develop body awareness, to learn concepts, and to practise sequential memory work.

WEIGHT ON TWO HANDS

Many children enjoy turning themselves upside down; for others it is a traumatic experience. Shapes made at the medium level help to promote gradual development of a handstand at the high level. This activity is beneficial for the strengthening of the arm and shoulder muscles. The theme and sub-themes of the lesson can be applied to this activity and many variations will result.

This activity can be followed by the children completely relaxing on the floor and then stiffening.

It is as important to be able to relax as it is to move. The theme can also be applied to this part of the lesson for stiffening and relaxing, and will promote a little more thought. This is not a regular inclusion in the lesson.

PUSH AND PULL

This is included in the lesson to develop a strong grip for swinging under equipment and for hanging on. It is an opportunity for learning the concepts 'push' and 'pull'. It is an assertive activity where the children try their strength against one another. It is very enjoyable, can be done at each of the three levels and incorporates the theme of the lesson.

FOOT EXERCISES

Good posture starts at the feet. The co-ordination required by opening and shutting the fingers and toes brings some interesting results. A variety of activities using the feet, help to develop a good arch and strong ankle muscles, all of which are helpful for springing, jumping and running in sport. Valuable awareness and small motor movements are developed by exercising the feet.

CLASS ACTIVITY

This is where the children as a group are taught an agility or an activity which will assist in their overall physical development. It may include aiming practice, foot activities, retrieving, ball skills, eye-hand and eye-foot co-ordination, or the introduction of the use of a new piece of equipment. There is always a definite emphasis on skills which will help in future major games. Once introduced, the activity may be used in one of the group activities.

An educational game may replace either the class activity or the group activities. The Right and Left Game is very popular with all children. It teaches them to be quick and alert and

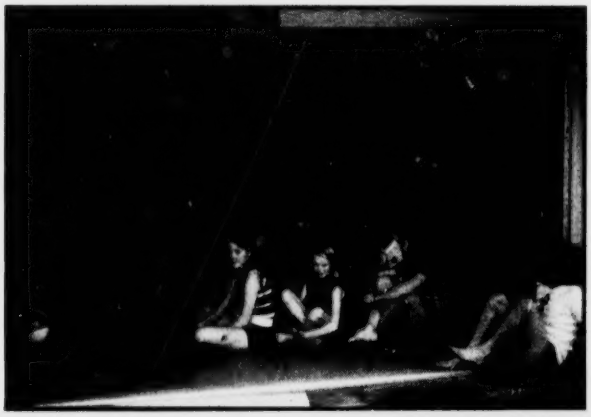
offers opportunity for left and right differentiation (see Playing with Hoops 2.9).

GROUP ACTIVITIES

During this part of the lesson the class is divided into four or five groups. Each group has four or five children. This permits the children to use large and small equipment without having to wait a long time for a turn. The activities, which have been previously taught during the class activity, will need little explanation.

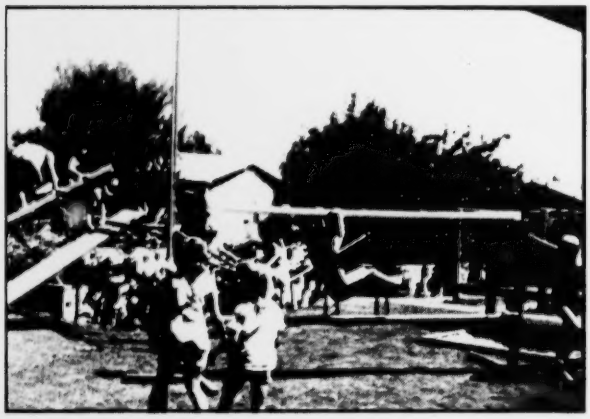
It is advisable to have two or three groups of children using large equipment, requiring sequential thinking, interspersed with one or two using small equipment. Each group spends a few minutes at one activity and, after being called together in an orderly manner, progresses to each of the others in turn.

The large equipment, placed in groups of three or four pieces, includes the items described in the following chapter.



The class is divided into groups

The groups are called together in an orderly manner



Each group spends a few minutes at each activity

Equipment

LARGE EQUIPMENT – INSIDE

Beatboard
The beatboard is used by itself, or in conjunction with the vaulting box and horse. The spring is achieved by beating at the top end of four planks, each 140cm long and 12cm wide. They rest on the floor at one end and are joined to a board 200cm long, standing on two legs, 7cm high.

The beatboard

Buck
This is a padded piece of equipment with a framework 30cm square. It has small legs 20cm long attached to it, onto which slip legs, 60cm or 90cm in length. It can be used for jumping off when it is very low, or as a step for climbing onto the vaulting box or horse. It can be used for leapfrog with either set of legs in conjunction with the beat board. It becomes an interesting piece of equipment to climb under when lined up with the vaulting boxes, all placed at various heights.

Mats
These can be used for landing on, for rolling and for handstands. Mats 90cm by 180cm are a good size for handling easily.

Ropes
One or two ropes can be used separately or in conjunction with the trapeze. A child may transfer from the trapeze and climb down the rope. Each rope may be knotted for sitting or standing on, or used to climb to the ceiling. A child may sit on one knotted rope and pull himself with the other, or with the trapeze, to give momentum. Two ropes can be used to hold onto for somersaulting forward or backward.

Trapeze
A trapeze fitted to two fine chains can be placed at various heights. The high trapeze gives opportunity for swinging underneath. The low position gives children a chance to sit and stand on

Nearly to the top

The buck used in conjunction with the vaulting boxes

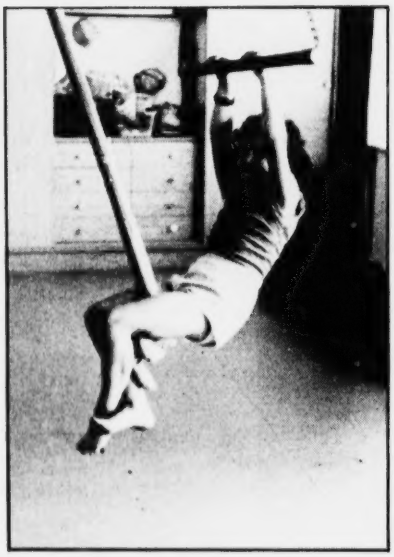
it, an experience not achieved by many when the trapeze is high. In the medium position, the children can be taught to transfer from the underneath swinging position to the sitting position on top of the bar (see Using a Trapeze 2.10).

Vaulting box
This is a padded piece of equipment with a framework 30cm by 100cm. It has small legs 20cm long attached to it, onto which slip 60cm and 90cm legs. This type of vaulting box was especially made by Otto Industries in South Australia, for primary school children and can be very readily stored in a small space. The ease with which it can be placed at various levels makes it a very versatile piece of equipment. While on its own legs it can be used for children to jump from or over. With the other legs attached, it can be used in conjunction with the beatboard and some mats. It can be placed beside or at right angles to these mats and used to vault over. When placed in line with the buck and the vaulting horse it becomes an interesting obstacle for climbing over and under. Children may even jump from it when it is placed at various heights. It should not be put out for use as a set activity, but rather put at the children's disposal so that they can experiment with it at their own performance level. This is most important when trying to build up the confidence of poorly co-ordinated children.

Vaulting horse
This is similar to the vaulting box, but has two movable pommels or handles which are fitted through holes in the padded top and securely bolted underneath . Without the pommels it can be used as a vaulting box.

LARGE EQUIPMENT – OUTSIDE

Bars
Two wooden bars, one rounded on the top and the other flat can be hooked up one above the other for various activities, using the different spaces around and between them. They can also be inclined. They can be used in conjunction with the narrow plank for random climbing. The bar with the flat top can be put at various heights for balancing. The other can be used for somersaulting over. Either one can be placed low down near the ground for climbing under, head first or feet first, on different bases. This activity enables children to manipulate themselves through a small space in preparation for the use of the spaces between the rungs of the wooden ladder. The bars are 3m long and are made of wood, 8cm by 8cm.

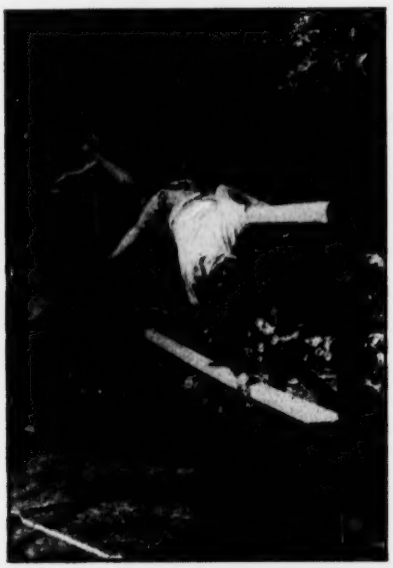


Using the trapeze to give propulsion while sitting on a rope

Swinging from the vaulting box

The vaulting horse

Using space over the top bar



Horizontal bar
This is a metal bar 3m long. Children are able to move from one end of it to the other on the upper or lower surfaces as well as to do somersaults and activities at the one spot.

Parallel ropes
These are 4m long and are suspended from hooks at each end. They offer experience on unstable equipment. They can be used together for balancing on, somersaulting over or between, and for progressing from one end to the other.

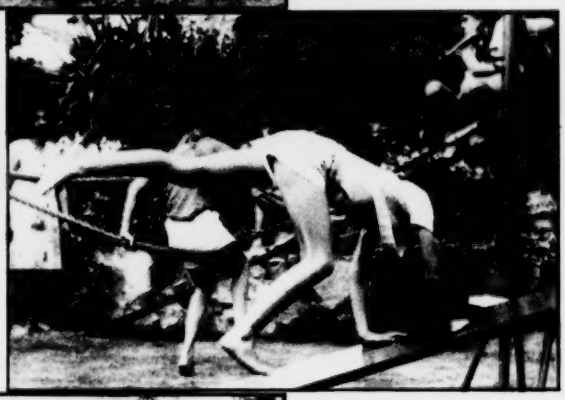
Planks or boards
Two planks of different widths and lengths can be inclined to offer experience of moving along different slopes. The longer, narrow one can be hooked up horizontally for bunny jumping over or along, or used in conjunction with two bars for random climbing. One is 3m long and 30cm wide. The other is 2m long and 45cm wide. Both can be used for moving along on different bases with different parts of the body leading the way when in the inclined or horizontal position.

Rebounder
The rebounder consists of a mat attached to a circular framework by means of springs. It is approximately a metre in diameter with the mat suspended 20cm off the ground. This is useful for balance and rhythm. (The rebounder is illustrated in the Foreword.)

Rope ladder
A rope ladder can be hooked up in a low or high horizontal position, or inclined. It is used in a similar way that a wooden ladder is used, but offers experience on an unstable piece of equipment. It can also be suspended from the ceiling in a vertical position.

See-saw
The see-saw can be utilised as an unstable piece of equipment for moving from one end to the other using different bases, shapes and pathways. It can be propped up to be stable if desired. Pushing and pulling along a plank gives practice for gripping and enables a child to cope with his own weight while still supported on the plank.

Using space between two ropes



Moving with one foot high

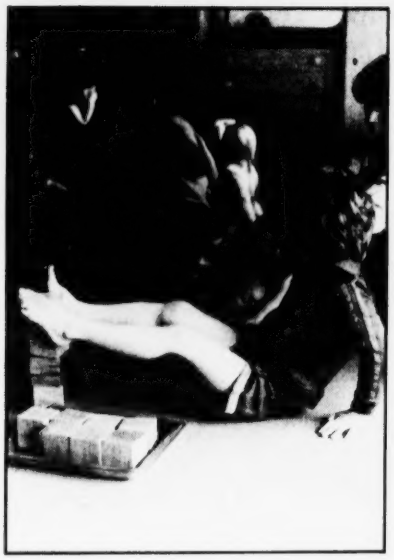
A child being encouraged to climb the rope ladder

A child being helped to walk along the see-saw

Slippery dip
A slippery dip is a popular inclusion in any sequence. The children can slide from the top on different bases, making different shapes, etc., as well as moving from the bottom to the top and climbing down the steps. Some children can somersault down the slide, others can somersault up. The underneath structure provides experience for climbing and somersaulting. By climbing around the side, the children experience having their hands near their feet and the space between gradually increased.

Wooden ladder
This is 4m long and can be placed in high or low horizontal positions. It can be placed on its side on the ground. The upper and the underneath surfaces can be used in most positions, as well as the spaces between the rungs. It can be inclined at various heights. A ladder is the most versatile piece of equipment that can be used.

A wide shape on the slippery dip



Building a castle

SMALL EQUIPMENT

Balls
Balls of varying size and weight, ranging from 40cm inflatable plastic balls to tennis balls, are useful. Inflatable plastic balls help many children who have difficulty catching. Three or four balls suspended at face height from the ceiling or even from a rotary hoist, are splendid for eye-hand co-ordination training. Foam balls the size of tennis balls are easy to grip and make overarm throwing possible in a small space where windows are a hazard.

Balls of various sizes are used

Bats
Bats can be used for hitting balls to the ground or against a wall. They are also used for hitting suspended balls and for playing 'Bumble puppy'. Plastic bats are ideal because they are lighter than wooden ones for handicapped children to cope with.

Beanbags
Beanbags are used for throwing and catching and also for activities involving the feet. They can be used to designate space. There is space at each side of the beanbag and also at each corner and over the top. They are made of strong, but soft cotton fabric, measure 10cm by 13cm and contain 120g of dried beans or peas. The peas do not crumble as readily as the beans. A variety of colours is necessary and four or five of each colour are used in retrieving activities.

Blocks
Blocks about 8cm square are used for building towers. The blocks are held between the bottoms of both feet and are placed one on top of another. This is an activity which helps to develop the foot muscles and requires a lot of body awareness. Much concentration is involved. When six to twelve blocks are built up, the activity uses the tummy, back and leg muscles as well as those of the feet.

Bumble puppy
This is an activity which utilises the 3m netball pole without its ring. A rope 2.5m long is attached to a small ring at the top. A ball is fixed to the free end of the rope. Each player hits the ball in the opposite direction around the post, trying to wrap the rope completely around it, above a line half way up. Each time the rope twists around the post the ball swings at a different length, making eye-training an essential component of the activity. This can be done with bats or even tennis racquets and offers volley practice. One way the forehand is used, the other the backhand.

Cane sticks
These are made from the same cane that is used to make hoops and are 60cm long. Cane is used because it will bend a little without breaking.

Colour bands
Bands are used as team colours to make sure each child is working on the correct equipment during the group activities. A leader is selected each

lesson and is responsible for seeing that the group knows exactly what to do and where to go, and helps those in his team to line up quickly in an orderly manner to go to the next activity. Sometimes small children cannot recognise colours and may need to be assisted during this part of the lesson. The leader wears two bands crossed.

A band flattened on the ground is used to designate space, and children can be directed to work over, beside or around it. Each band is made from a strip of material 4cm wide and 90cm long sewn together at the ends to form a circle.

Cones — see Sky ping pong.

Finger-pops

'Finger-pops' are very small, solid, cylindrical pieces of foam. They are used for finger and thumb exercises. For very handicapped children the 'Finger-pops' can be placed on the floor and the children can press them with different fingers to make them pop into the air.

When they are held in the hand, the palm should be facing the ceiling. The 'Finger-pop' is held between the thumb and first finger and squeezed until it shoots up to the ceiling. Each finger can be used in turn. A different colour for each hand ensures that both hands have a turn.

Go-go

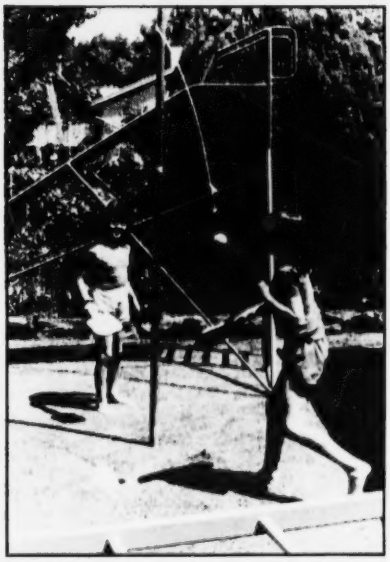
The game 'Go-go' consists of an elongated plastic ball threaded onto two cords, each with a handle at each end. One child holds the handles on each cord wide apart, while the other child, starting with the ball at the end, holds the handles of the other ends close together. The latter quickly parts his hands, while the former puts his together, and the ball whizzes to the other end. The performance is repeated. This activity is excellent for promoting rhythm as well as eye-hand co-ordination.

Hoops (cane or plastic)

Hoops are always a popular piece of equipment. They can be used for spinning, rolling and returning, bowling, climbing through, around, and under, and for skipping. Hoops 90cm in diameter are ideal for upper primary children. Hoops 75cm in diameter are easier for younger children. Plastic hoops are often easily bent, but can be reshaped if put under hot water.

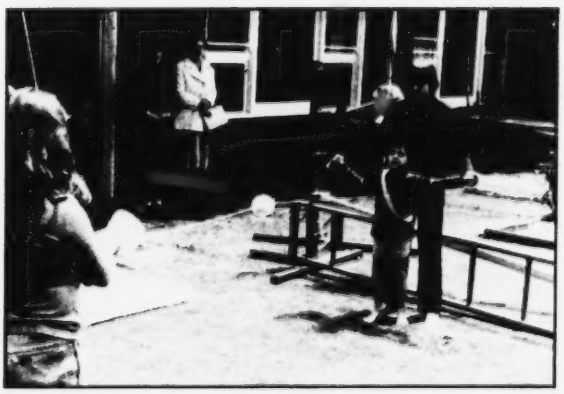
Hop-skips

'Hop-skips' are useful for right and left differentiation, heart and lung develop-



Playing 'Bumble puppy' (see page 13)

A handicapped child with a very strong grip (see Cane sticks, page 13)



Help for a little boy playing 'Go-go'

ment and are an excellent warming up activity. Each can be made from a small ball joined to 1m of electrician's single flex with a loop at one end big enough to go over the foot. One foot turns the ball parallel with the ground while the other jumps it. This is an excellent exercise in co-ordination. Each foot can be used in turn. The right foot turns the 'Hop-skip' in an anti-clockwise direction and the left, clockwise. The player begins each activity by placing the 'Hop-skip' on the ground, out to one side. The child projects the 'Hop-skip' forward and around with a quick circular movement and the other foot jumps it. A 'Hop-skip' can be put on each foot. One is projected forward and around, and the other follows immediately in the opposite direction and a rhythmical action follows as the player attempts to jump one after the other.

The difficult motions of 'Hop-skip'

Inflatable clowns

Inflatable clowns, about 1m high, are very useful for knocking over in retrieving games and for warming-up. Placed on chairs they can be used for target practice, or larger ones can be stood on the floor.

The clown that wobbles

Marbles

Marbles are used for foot exercises.

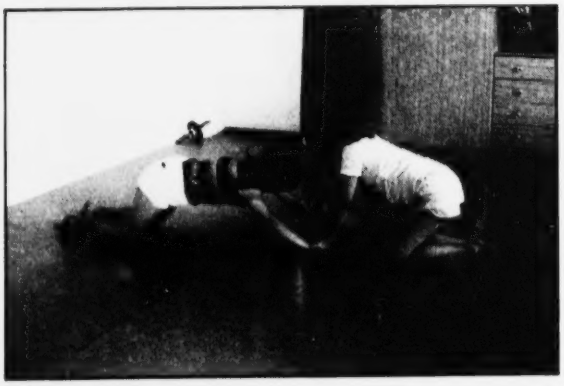
Pop-a-lots

'Pop-a-lots' are only available through Tupperware in South Australia. Each consists of a large cone with a plastic bulb at the bottom which, when hit, projects a ball into the air. A hard hit will result in the ball hitting the ceiling. It may then be left to bounce on the floor before being caught in the cone to allow longer for eye-hand co-ordination to take place. If a small hit is made, it can readily be caught in the cone. 'Pop-a-lots' can be used individually or with a partner, using left and right hands. It is naturally first taken in the recessive hand so that the hit is made by the dominant one. The catch is then made by the recessive hand. The use of the other hand must also be encouraged. The ball can be bounced off a wall and caught with or without a bounce on the floor. The partner work is of greater value if each player projects the ball at the same time for the other to catch.

In playing 'Pop-a-lot', each hand is doing something different, and this involves co-ordination. Even if the players cannot catch the ball in the cone, they are learning to retrieve as they chase the ball in order to play again.

The balls have gone from the 'Pop-a-lot' and the two kinds of cones

Slim wheels
A 'Slim wheel' consists of a 20cm wheelbarrow wheel with an axle fitted through it, and a handle on each side of it. If the handles are long enough, two children can hold onto them for partner work. 'Slim wheels' are not readily available in shops but can easily be made by using a 35cm axle onto which are fitted handles made from plastic hosing. Thin hosing can be softened in hot water and fitted onto the axle. Larger hosing can be fitted in the same way over the original to make a larger handle.



Partner work using the 'Slim wheel'

Skipping ropes
Ropes can be used for skipping, for jumping when held by partners at each end and for pushing and pulling when they are folded into four. A rope 2.5m long is used for skipping when a child is skipping alone. A longer one, 3.5m, is the minimum length when a rope is turned by partners for a third person to skip in. For pushing and pulling the shorter rope, folded, is preferred.

Skittles
Skittles are used for aiming practice and are an asset in teaching children ultimately to participate in ten pin bowls. Large, light white plastic skittles of similar size to the real pins are ideal.

Enjoying a game of skittles

Sky ping-pong or cones
This is another activity to help eye-hand co-ordination (see page 15). The trigger sends the ball into the air and the player tries to catch it in the cone. There are two sizes of cones. The smaller of the two has a trigger which, when pressed, shoots the ball at an uncontrolled rate into the air. The larger of the two has a spiral spring, as opposed to the other's flat spring, and the trigger can be lowered to various depths in order to control the speed at which the ball will leave the cone, and the height it will reach in the air.

'Sky ping-pong' can be used individually, or with a partner using the right and then the left hand. The ball can hit the ceiling and then the floor before being caught, it can be bounced off the wall or can be sent directly to a partner to be caught in his cone. The dominant hand is usually chosen first. The recessive one can be used as well.

Space hoppers
'Space hoppers' are a lot of fun. They are excellent for leg development, with a certain amount of skill and balance involved. They are big balls made of a plastic compound with two ears used as handles. They can be inflated

It's fun on a 'Space hopper'

to 150cm in circumference and will hold adults. They offer valuable experience in hanging on.

Stacking baskets
Stacking baskets 35cm by 25cm are used for jumping over. They must be turned upside down so that the children do not catch their feet while jumping. They can be used for throwing beanbags and balls into and are invaluable for storing small equipment.

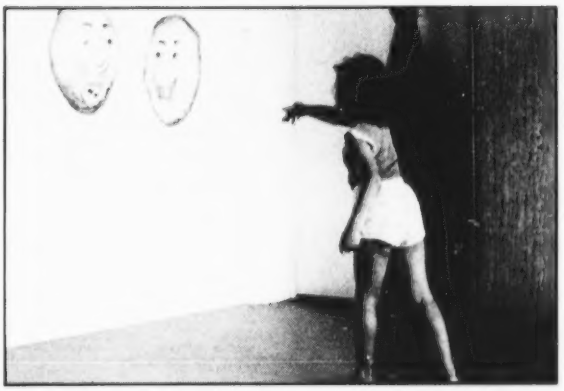
Suckers or 'Krazy katch'
Suckers or 'Krazy katch' are excellent for eye-training. Each consists of a suction pad on a handle. When the thumb is placed over the hole on the handle and a thrust exerted under the ball it will adhere quite firmly to the suction pad until the thumb is removed. It can be thrown to a partner by hand or from the sucker itself. The use of the right and left hands is encouraged here. The curved handle of the 'Krazy katch' makes it possible to throw the ball into the air or to bounce it on the floor. 'Krazy katch' is a K-tel product.

Suction darts
Suction darts can be thrown at a target on a window for aiming practice or at a target drawn on a sheet of plastic covering a wall. They offer the opportunity for overarm throwing if the children are encouraged to throw them like a ball, stepping back with the foot on the same side of the body as the hand which is used or putting the opposite foot forward.

Target ball
This game consists of a piece of brushed nylon at which small balls are thrown. These will adhere by virtue of two strips of minute hooks glued around them. This is used as an activity for overarm throwing and aiming practice.

Tether ball
A large inflatable ball can be tied onto the rope on the 'Bumble puppy' pole. One child hits the ball with both hands, sending it one way around the pole, while the other intercepts it and tries to send it around the other way. The first to wrap the rope around the pole finishes the game.

Suckers or 'Krazy katch'



A good aim with a dart

An overarm throw at 'Target ball'

THE APPLICATION OF THEMES WITHIN THE PARTS OF THE LESSON

In the chapters which follow, skills are presented in progressive stages. In order for many children to achieve some of these skills, some of the stages must be repeated until the children increase their body awareness through physical activity, and/or their confidence to attempt such an activity.

Examples of their slow introduction are shown in Lessons for Very Handicapped Children (3.12). The repetition of the stages in these example lessons are included to show how long it takes some very handicapped children to master a skill in order to progress.
Progression in the class is made as the better performers succeed and are ready to proceed. The slower performers may need additional repetition with the helpers who are handling them, as each child is at a different stage of comprehension and physical development.

Although it is sometimes an advantage to work with children individually, a group situation has the advantage of giving opportunities for partner work and group games and activities. In many situations the socialising of handicapped children is an important factor and helps them to improve their social skills as well as their physical prowess. The teacher must, therefore, be able to gauge the performance level of each child in order to advise the helper of the correct stage. Some children may not need to begin at the very simplest form of any activity. In this case, the teacher must find the level at which the child should begin to perform still keeping the positive approach, and progress from there.

The breakdown of skills is not only useful for handicapped children, but can be used as natural stages of development for any child. Skipping is an excellent example of a skill which can be taught to young children in slow sequential stages. Some of these stages can be used as warming-up activities even for kindergarten children. In this way, any children with future problems are given a sound foundation for many skills.

Sometimes two skills are developed simultaneously. For example, the first two activities in Weight on Two Hands, are set out separately in their progressive stages, but are developed at the same time. This is done to give variation to a similar activity.

Introductory Activity

This part of the lesson consists of activities which are quickly taught. The children move briskly around the room in order to limber up and get warm. When the children are moving freely in the general space they are encouraged to move into a space rather than all moving around in a circle. This will ensure that they do not bump into one another and that they are moving all over the place in many different directions.

The theme of the lesson is often introduced during the introductory activity. The children can be asked to move in a particular way or be given a free choice, and, on a signal, stop and show a curled, stretched or wide shape. They can be asked to place their bodies on certain parts, called bases, or they can move in different directions.

Activities which have the added benefit of sequential memory experience are valuable. This means that several simple commands are made and added together for them to remember. For some children it is difficult to touch three corners in the room and then touch them again in the same order. Many children do not even know where a corner is or how it is formed. It is necessary for these children to have help in finding the corners and then remembering where they are and in what order they touched them. When asked to touch three objects in the room, some children will touch three things which are almost side by side. As the general space is to be used in the introductory activity and the children must have plenty of movement, these children will have to be shown how to judge distance and touch things which are a long way away. It is very interesting to watch children during this part of the lesson. Many of their problems will show up immediately.

Children with a poor knowledge of concepts may confuse high and low when asked to touch objects at these particular levels. If asked to touch something, or return a ball or beanbag with the right or left hand, they may show confusion. If asked to run down the right side of the room in order to get to the other end they may choose the wrong side or, to cover their confusion, may run down the middle. Collisions may result. Practice of these sorts of activities should occur many times during each term.

The introductory activity can consist of practising skills learned in a previous lesson. Jumping baskets placed at various places around the room for them to jump over will certainly ensure that they use plenty of space. Climbing under and over equipment spread around the room will have the same effect. A game called 'Keep the Basket Full' is a very popular activity for all younger children. For handicapped children it is an important activity which helps them learn to retrieve quickly. As it is a race between the teacher and the children and not the children themselves, failure to cope does not have an effect on any child's confidence. This game is explained in full in Ball Skills (2.9). By careful throwing of the beanbags the teacher will be sure of the children running in many directions. Sometimes children are a little diffident in participating in a vigorous activity like this, and may stand back for fear of being touched or knocked. The teacher must see that timid children receive a beanbag and are given a chance to have free access to the basket in the middle of the room.

In this part of the lesson much care must be taken to see that new children or shy children are catered for or helped. A bad experience to begin the lesson could result in failure to participate in the rest of the lesson. This is a bad beginning. Lots of encouragement is needed at all times.

General Body Movement

The introduction of general body movement to very handicapped children must be progressed very slowly. In order to do this, different shapes placed on different parts of the body and placed on different levels in space, can be repeated and repeated. Because of the very nature of the activities,combinations can be made, giving many variations of them to perform. In view of this fact, variations have been suggested in this chapter which can be followed lesson by lesson. Ninety examples have been listed by the author to show teachers the very slow introduction and expansion of concepts.

It must be impressed upon teachers and helpers of very handicapped children that progress might be slow, very slow. Very little progress may have been achieved even after twelve months, but it must be remembered that however small the improvement, if any, the actual movement is the all important factor in physical education. Any movement is better than none, when considering the effect on the body. This is a very difficult factor for many teachers and parents to accept. Even if the child has to be bodily manipulated into different shapes, there is movement. This movement can contribute to the well-being of a child, rather than that child sitting all day, not moving at all.

Once there is conscious movement, progress begins and through this movement can come a greater awareness of a child's own body and a greater awareness of the world about him.

The following General Body Movement activities show, lesson by lesson, the expected increased awareness of the child, step by step. Shapes are introduced first as they are easier for a child to show and feel. These are body concepts. Two different shapes are used first, so that by changing the shape, body movement is achieved. The aim is body movement. By the introduction of bases, children are taught to be aware of different parts of their bodies which can take their weight and the relationship of the rest of the body to those parts. The development of awareness begins when there is a consciousness of what is being done. A child may be bodily manipulated by a helper to achieve movement, but until the child is conscious of what is being done, awareness is not developing. When children understand what is asked of them, then they are learning and becoming aware. As they learn, so the movement variations increase. The children are taught where to put the shapes in the space around them and so levels are introduced and more activities can be developed. With careful teaching they can begin to understand the positional concepts which apply in space. For example up and down, high and low, top and bottom, right and left, in the middle, in between and midway. Awareness expands through the conscious focussing on the children's positions that they bodily occupy in space. With the gradually increasing awareness the children are able to extend this knowledge to the world about them, and so spatial awareness increases. Directional concepts can be introduced with the body moving forward, backward, sideways, upward, and downward. The growth of understanding is slow so that many lessons are spent on repetition with variation, before a new thought is offered.

Ninety lesson examples have been used to demonstrate the General Body Movements as it takes this long to introduce the concepts required to give very handicapped children an awareness and understanding of the concepts in the world about them. For less handicapped children, the degree of the handicap will determine how many of the following activities will need to be selected in each area by the teacher, in developing the knowledge and application of the themes.

As many handicapped children cannot initiate their own movements, it is necessary for the teacher to show the children what is expected of them for them to copy. Because of this, it may be noticed that in some lessons the very handicapped children have been offered more to perform than the children who perform the Lessons for Poorly Co-ordinated Children in Section 3. The latter children are often limited in the amount of activities they are able to initiate and certainly in the number of movements that they are able to memorise.

In this chapter we will look at a number of lesson themes applied to the general body movement used to introduce concepts to very handicapped children.

- curled and stretched shapes
- bases
- levels
- wide shapes
- high and low parts of the body
- revision of bases
- curling and stretching
- space
- revision of levels
- revision of high and low parts
- revision of shapes
- rest and balance bases
- symmetrical and asymmetrical shapes
- direction
- small, large and wide bases
- right and left.

Many of the themes are used as sub-themes as well, after they have been introduced as themes. In the following examples of general body movement the theme and sub-themes appear before the activities. Where the theme and sub-themes are similar, the activities have been grouped together.

When levels are introduced each is represented by a number for clarity of presentation. An explanation of this procedure can be found on the next page.

AN EXPLANATION OF LEVELS AND SHAPES

LEVELS

The body can be placed at three different levels in space. Although designated 1, 2 and 3, they should always be referred to as low, medium and high when talking to the children.

Level 1 – low level

To place the body at the low level means to be as near to the floor as possible.

Level 2 – medium level

The medium level refers to the space which falls about waist height when the child is standing up.

To produce a shape at the medium level means that parts of the body reach no higher than this area whether it be bottom, knees or head. When a child has made a shape at the medium level, the teacher can help the class to understand where this is by putting a hand on the highest part of the child's body and showing where this is in space in relation to the position of the child's waist when standing.

Level 3 – high level

The high level refers to the space where the head would be if the child were standing up. A hand, a foot, or even an elbow may reach the high level.

Special care must be taken not to confuse children when talking about making a part of the body high or low. Making a certain part of the body high while the whole body is a low level will take some careful explaining.

For a further explanation of levels, see pages 98-99.

SHAPES

Curl up

This means to make a shape which is either wide or narrow, but curled.

Stretch out

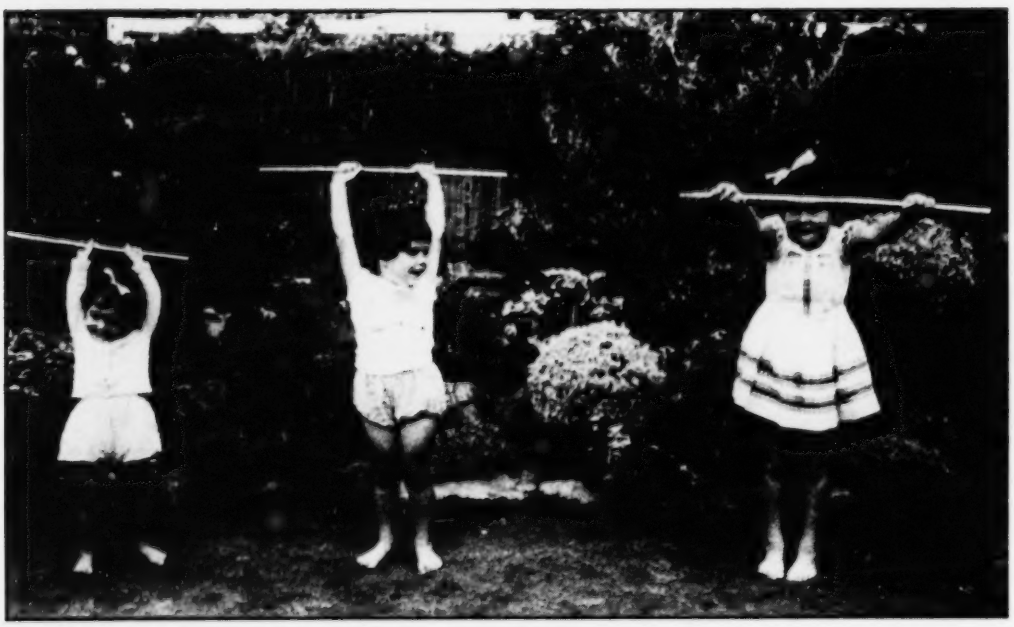
This means to make a shape with the body which is narrow and stretched.

Be wide

This means to make a shape with the body which is wide and stretched.

***R**

This symbol after an exercise or sequence means that the children should practise and refine the movement(s).



A stretched shape at the high level

CURLED AND STRETCHED SHAPES

1 Curled and stretched shapes

Use a ball to show the children a round shape.

Curl up your body to look like a ball.

Curl up and put another part of your body on the floor.

Find another part of your body to lean on and curl up again.

Use a stick to show the children a long stretched shape.

Stand up and stretch up to look like this stick.

Lie down and stretch out on another part of your body.

Find another part of your body to lean on and stretch out again.

BASES

2 Curled and stretched shapes
– on different bases

Curl up on your back.

Roll over onto your knees and back.
Roll the other way. *R

Stretch out on your back.

Roll over onto your tummy and back.
Roll the other way. *R

3 Similar shapes
– on different bases

Curl up on your knees.

Sit up and curl up on your bottom and feet. *R

Add:
Curl up on your back.

Curl up on your knees, curl up on your bottom and feet, and curl up on your back. *R

Stretch out on your back.

Stretch up very tall on your feet. * R

Add: Stretch out on your tummy.

Stretch out on your back, stretch up on your feet and stretch out on your tummy. *R

4 Different shapes:
– on similar bases

Curl up on your knees.

Stretch out on your tummy. *R

Curl up on your back.

Stretch out on your back. *R

5 Different shapes:
– on similar bases

Stretch out on your tummy. Curl up on your knees. *R

Stretch out on your back. Curl up on your back. *R

6 Different shapes:
– on different bases

Curl up on your knees.

Add:
Curl up on your bottom and feet.

Stretch up very tall on your feet. *R

Curl up on your knees, stretch out on your feet and curl up on your bottom and feet. *R

7 Different shapes:
– on different bases

Stretch out on your back.

Curl up on your bottom and feet. *R

Add:
Stretch up very tall on your feet.

Stretch out on your back, curl up on your bottom and feet and stretch up on your feet. *R

8 Different shapes.
– on different bases

Give each child a colour band.

Put the band, which has been folded flat, on the ground in front of you to look like a take-away sign.

Curl up on your back on one side of the band.

Stand up and step across to the other side of it.

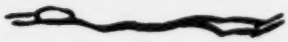
Stretch out on your tummy.

Step back. *R

9 Different shapes:
– on different bases

Give each child a colour band.

Put the band, which has been folded flat, on the ground in front of you to look like a take-away sign.



Stretch out on your back on one side of the band.

Stand up and step across to the other side.

Curl up on your knees. Step back. *R

Stretch out on your bottom, on one side of the band.

Stand up and step across to the other side.

Curl up on your back. Step back. *R

10 Different shapes:
– on different bases

Give each child a hoop.

Put a hoop down in front of you.

Sit inside the hoop and curl up on your bottom and feet.

Stand up and step forward out of the hoop.

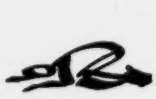
Stretch up very tall on your feet.
Step back. *R

Curl up on your knees inside the hoop.

Stand up and step backward out of the hoop.

Stretch out on your bottom.
Step forward. *R

11 Similar shapes:
– on two different levels



Curl up on your knees (level 1).

Curl up on your bottom (level 2). *R

Stretch out on your tummy (level 1).

Stretch out on your bottom (level 2). *R

12 Different shapes:
– on two different levels

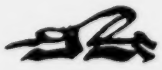
Curl up on your back (level 1).

Stretch out on your hands and feet with your tummy towards the floor (level 2). *R

Stretch out on your back (level 1).

Curl up on your feet (level 2). *R

13 Similar shapes:
– on three different levels



Curl up on your knees (level 1).

Curl up on your feet (level 2).

Curl up on your feet (level 3). *R

Stretch out on your tummy (level 1).

Stretch out on your bottom (level 2).

Stretch up very tall on your feet (level 3). *R

14 Different shapes
– on three different levels

Stretch out on your back (level 1).

Curl up on your bottom and feet (level 2).

Stretch up very tall on your feet (level 3). *R

27

15 Different shapes:
– on three different levels

Curl up on your back (level 1).

Stretch out on your hands and feet with your tummy towards the floor (level 2).

Curl up on your feet (level 3). *R

WIDE SHAPES

16 Wide shapes:
– on three levels

Make a wide shape on your back (level 1).

Make a wide shape on your bottom (level 2).

Make a wide shape on your feet (level 3). *R

17 A different shape:
– on each level

Be wide on your back (level 1).

Curl up on your feet (level 2).

Stretch up very tall on your feet (level 3). *R

18 A different shape:
– in a different order on each level

Curl up on your knees (level 1).

Stretch out on your hands and feet with your back towards the floor (level 2).

Be wide on two hands and one foot with your tummy towards the floor (level 3). *R

28

19 Different shapes:
– on the same level

Curl up on your back (level 1).

Stretch out on your tummy (level 1).

Be wide on your back (level 1). *R

Curl up on your feet (level 2).

Stretch out on your bottom (level 2).

Be wide on your hands and feet with your tummy towards the floor (level 2). *R

HIGH AND LOW PARTS OF THE BODY

20 High parts:
– using stretched shapes on different levels

Stretch up on your feet with both hands high (level 3).

Stretch out on your hands and feet with your bottom high (level 2).

Stretch out on your back with your feet high (level 1). *R

21 High parts:
– using curled shapes on different levels

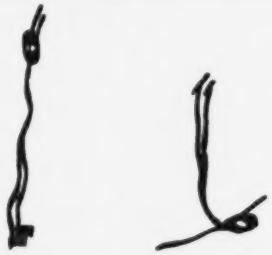
Curl up on your back with your feet high (level 1).

Curl up on your bottom and feet with your elbows high (level 2).

Curl up on your feet with your hands high (level 3). *R

29

22 High and low parts:
– using the same shapes on each level



Stretch up on your feet with both hands high (level 3).

Stretch up on your head and shoulders, and make your hands low (level 3). *R

Stretch out on your hands and feet with your bottom high (level 2).

Stretch out and make your bottom low (level 2). *R

Curl up on your back with your feet high (level 1).

Curl up on your knees with your feet low (level 1). *R

23 High and low parts:
– using different shapes on each level

Stretch out on your back with your head high (level 1).

Curl up on your knees with your head low (level 1) *R

Stretch out on your bottom with your head high (level 2).

Curl up on your back with your head low (level 2). *R

Combine the two sequences. *R

24 High and low parts:
– using a different shape on each level

Curl up on your bottom and feet with your head high (level 2).

Stretch out on your tummy with your head low (level 1) *R

Curl up on your knees with your head high (level 1).

Stretch out on your back with your feet in the air, making your head low (level 2) *R

Combine the two sequences. *R

25 Different high and low parts:
– using the same shapes on each level

Curl up on your back with your knees high (level 2).

Curl up with your knees low (level 2) *R

Stretch up tall with your head high (level 3).

Stretch up high with your head low (level 3). *R

Combine the two sequences. *R

26 Different high and low parts:
– using different shapes on each level

Curl up on your back and feet with your knees high (level 1).

Stretch out on your tummy with your knees low (level 1). *R

Curl up on your feet with your bottom high (level 2).

Stretch out and make your bottom low (level 2). *R

Combine the two sequences. *R

27 One part of the body used by itself and with its counterpart:
– using the same shapes on each level

Curl up on your knees with one elbow high (level 1).

Curl up on your back with the same elbow low (level 1). *R

Repeat using the other elbow.

Stretch up on your feet with both elbows high (level 3).

Stretch up on your head and shoulders with both elbows low (level 3). *R

Combine the two sequences. *R

Other parts of the body can be chosen to be high or low, using different shapes, bases and levels, so that many variations can be produced.

REVISION OF BASES

28 Different bases:
– using the same shape on each level

Be wide on your tummy (level 1).

Be wide on your hands and feet with your back towards the floor (level 2).

Be wide on your feet (level 3). *R

29 Different bases:
– using the same shape on each level

Be wide on one side of your body (level 1).

Be wide on your bottom (level 2).

Be wide on two hands and one foot with your tummy towards the floor. (level 3)

Repeat the sequence on the other side. *R

30 Different bases:
– using the same shape on each level

Curl up on your back (level 1).

Curl up on your knees (level 2).

Curl up on your feet (level 3). *R

31 Different bases:
– using the same shape on each level

Curl up on one side of your body (level 1).

Curl up on your two hands and feet with your back towards the floor (level 2).

Curl up on both feet (level 3).

Repeat the sequence curling on your other side. *R

32

32 Different bases:
– using a different shape on each level

Stretch out on your back (level 1).

Curl up on your hands and knees (level 2).

Be wide on two feet (level 3). *R

CURLING AND STRETCHING

33 Making a curled shape, stretch out and curl again:
– using similar bases on each level

Curl up on your knees (level 1).

Stretch out on your tummy (level 1).

Curl up again. *R

Curl up on your feet and hands with your tummy towards the floor (level 2).

Stretch out on your feet and hands with your tummy towards the floor (level 2).

Curl up again. *R

34 Making a stretched shape, curl up and stretch out again:
– using similar bases on each level

Stretch out on your back (level 1).

Curl up on your back (level 1).

Stretch out again. *R

Stretch out on your hands and feet with your back towards the floor (level 2).

Curl up on your bottom, hands and feet (level 2).

Stretch out again. *R

35 Making a curled shape, stretch out by moving forward:
– using similar bases on one level

Curl up on your hands and feet (level 2).

Keep your feet still and move your hands forward to stretch out (level 2).

Move your hands back to your feet to curl up again. *R

Curl up on both hands and feet (level 2).

Keep your hands still and move your feet back to stretch out (level 2).

Move your feet to your hands to curl up again. *R

36 Making a stretched shape, curl up by moving forward.
– using similar bases on one level

Stretch out on your hands and feet (level 2).

Keep your hands still and move or jump your feet to curl up (level 2).

Move or jump your feet back to stretch out. *R

Stretch out on your hands and feet (level 2).

Keep your feet still and move your hands to curl up (level 2).

Move your hands out again to stretch. *R

Combine both sequences. *R

37 Space either side of a beanbag:
– using the same shape on each level

Give each child a beanbag.
Put the beanbag down in front of you.

On one side of the beanbag, curl up on your knees (level 1).

Stand up and step across to the other side.

Curl up on your back (level 1).

Step back. *R

On one side of the beanbag, be wide on your hands and feet, with your tummy towards the ground (level 2).

Stand up and step across to the other side.

Be wide on your hands and feet with your back towards the ground (level 2).

Step back. *R

Combine both sequences. *R

38 Space either side of a beanbag:
– using the same shape on different bases on each level

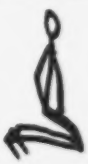
Give each child a beanbag.
Put the beanbag in front of you.

On one side of the beanbag stretch out on your back (level 1).

Stand up and step over to the other side.

Stretch out on your tummy (level 1).

Step back. *R



On one side of the beanbag, curl up on your knees (level 2).

Stand up and step over to the other side.

Curl up on your bottom and feet (level 2).

Step back. *R

Combine both sequences. *R

39 Space either side of a beanbag:
– using different shapes on each level

Give each child a beanbag.
Put the beanbag in front of you.

On one side of the beanbag, curl up on your knees (level 1).

Stand up and step over to the other side.

Be wide on your back (level 1).

Step back. *R

On one side of the beanbag curl up on your back (level 2).

Stand up and step over to the other side.

Be wide on your hands and feet with your tummy towards the floor (level 2).

Step back. *R

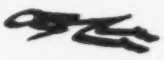
Combine both sequences. *R

40 Space either side of a beanbag:
– using different shapes on the same level

Give each child a beanbag.
Put the beanbag in front of you.

On one side of the beanbag stretch out on one side of your body (level 1).

Stand up and step over to the other side.



Curl up on the same side of your body (level 1).

Step back.

Repeat on the other side of your body. *R

41 Space either side of a beanbag:
– using different shapes on one level and opposite shapes on another level

Give each child a beanbag.
Put the beanbag in front of you.

On one side of the beanbag be wide on your tummy (level 1).

Stand up and step over to the other side.

Curl up on your back (level 1).

Step back. *R

On one side of the beanbag, curl up on your hands and feet with your tummy towards the floor (level 2).

Stand up and step over the beanbag.

Be wide on your hands and feet with your back towards the floor (level 2).

Step back. *R
Combine both sequences. *R

42 Space either side of a beanbag:
— using the same shape on different levels

Give each child a beanbag.
Put the beanbag in front of you.

On one side of the beanbag, curl up on one side of your body (level 1).

Stand up and step over the beanbag *R

Curl up on your bottom and feet (level 2).

Step back.

Repeat this sequence curling on the other side of your body. *R

43 Space either side of a beanbag:
— using the same shapes on different levels

Give each child a beanbag.
Put the beanbag in front of you.

On one side of a beanbag, stretch out on your tummy (level 1).

Stand up and step over the beanbag.

Stand on your head and shoulders (level 3).

Step back . *R

On one side of the beanbag, curl up on your knees (level 1).

Stand up and step over the beanbag.

Curl up on your knees with your hands reaching up high (level 3).

Step back. *R

Combine both sequences. *R

Variations can be made by changing the combinations of levels and by making different combinations of the shapes with a variety of bases.

Using any two levels	curl – stretch
Using the same levels	curl – stretch
Using any two levels	stretch – curl
Using the same levels	stretch – curl
Using any two levels	curl – stretch
Using the same levels	stretch – curl
Using any two levels	stretch – curl
Using the same levels	curl – stretch

44 High and low parts:
— on different levels

Stretch up with one elbow high(level 3).

Curl up with the same elbow low (level 1).

Stretch up with the other elbow high (level 3).

Curl up with this same elbow low (level 1). *R

45 High and low parts:
— using the same shapes on different levels

Be wide with one foot high (level 3).

Be wide with the same foot low (level 1).

Repeat this sequence using the other foot. *R

Curl up with one elbow high (level 3).

Curl up with the same elbow low (level 1).

Repeat this sequence using the other elbow. *R

Combine both the sequences. *R

46 High and low parts:
— stretched on every level

Stretch out with your tummy high (level 1).

Stretch out with your tummy low (level 1). *R

Stretch out with your bottom high (level 2).

Stretch out with your bottom low (level 2). *R

Combine all three sequences. *R

Stretch out with one hand high (level 3).

Stretch out with the same hand low (level 3).

Repeat this sequence using the other hand.

47 High and low parts:
– rolling sideways to change the base on each level

Curl up with your bottom high (level 1).

Roll over and curl up with your bottom low (level 1).

Roll back to curl up with your bottom high.

Roll the other way to curl up with your bottom low. Roll back to your starting position. *R

Curl up with your head high (level 2).

Roll over and curl up with your head low (level 2).

Roll back and curl up with your head high.

Roll the other way and curl up with your head low.

Roll back to your starting position *R

Combine the sequences. *R

48 High and low parts:
– on two levels

Stretch out with one knee high (level 1).

Roll over and make both knees low (level 1).

Roll back and stretch out to make the other knee high.

Roll the other way and make both knees low.

Roll back to your starting position *R

Stretch out with one shoulder high (level 3).

Move sideways and make both shoulders low (level 3).

Move back to make the other shoulder high.

Move the other way and make both shoulders low.

Move back to your starting position *R

Combine the two sequences. *R

49 Two different shapes:
– on each level

Curl up on your knees (level 1).

Stretch out on your back (level 1). *R

Curl up on your bottom and feet (level 2).

Stretch out on your hands and feet with your tummy towards the ground (level 2). *R

Combine the three sequences. *R

Curl up on your feet (level 3).

Stretch out on your head and shoulders (level 3). *R

50 A different shape:
– on each level

Curl up on your back (level 1).

Stretch out on your hands and feet with your tummy towards the floor (level 2).

Be wide on both feet (level 3). *R

51 A different shape:
– on each level

Curl up on your bottom and feet (level 2).

Stretch up very tall on your feet (level 3).

Be wide on your tummy (level 1). *R

52 A different shape:
— on each level

Curl up on your feet (level 3).

Stretch out on your back (level 1).

Be wide on your bottom and legs (level 2). *R

REST AND BALANCE BASES

A rest base is one which is easy to hold and a balance base is hard to hold.

53 Rest and balance bases:
— using three different shapes

Lie down on your back to rest.

Sit up on your bottom to rest.

Stand up on your feet to rest.

Curl up and balance on your knees.

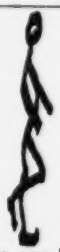
Curl up on your bottom and balance.

Curl up on both feet and balance.

Be wide on your tummy and rest.

Be wide on your bottom and legs and rest.

Be wide on your feet and rest.



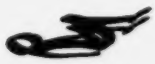
Stand on one leg to balance.

Stretch out on your bottom and balance, lifting your head, hands and feet off the ground.

Stretch out on your tummy and lift your head, hands and feet off the ground to balance.

Curl up on your knees to rest.

Curl up on your bottom and feet to rest.



Curl up on your back to rest.

Be wide on one hand and one foot to balance.

Be wide on your feet placed wide apart and balance on your toes.

Be wide on your hands and heels to balance.

54 Rest and balance bases:
— using different shapes

Rest, stretched out on your back (level 1).

Balance, curled up on your knees (level 2). *R

Rest, stretched out on your tummy (level 1).

Balance making a wide shape on one hand and one foot. (level 3). * R

Combine the sequences. *R

55 Rest and balance bases:
— using different shapes

Rest, curled on your knees (level 1)

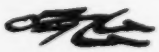
Balance, stretched on your bottom (level 2). *R

Rest, curled on your back (level 1).

Balance wide up on your toes (level 3). *R

Combine the sequences. *R

56 Rest and balance bases:
— using different shapes



Rest, curled on your side (level 1).

Balance, stretched out on your bottom (level 2).

Repeat this sequence several times curling on a different side each time.

Rest, curled on your knees and feet (level 2).

Balance, being wide on one foot (level 3).
Repeat this sequence several times. being wide on alternating feet.

Combine the sequences. *R

57 Rest and balance bases:
– using two shapes

Rest, stretched out on your back (level 1).

Balance, curled on both feet (level 2). *R

Rest, stretched out on your bottom (level 2).

Balance, curled up on both knees with your hands up high (level 3) *R

Combine the sequences. *R

58 Rest and balance bases:
–using different shapes

Rest, curled on your back (level 1).

Balance, being wide with one leg curled and one placed out sideways (level 2).

Rest curled on your back (level 1).

Balance, stretched up on your toes (level 3).

Rest, curled on your back (level 1). *R

The sequence formed consists of activities on levels 1-2-1-3-1.

59 Rest and balance bases:
– using different shapes

Rest, stretched out on your tummy (level 1).

Balance, curled up on both knees (level 2).

Repeat the activity on level 1 and add:

Balance, being wide on one foot (level 3). Repeat the activity on level 1.

The sequence formed consists of activities on levels 1-2-1-3-1. *R

60 Rest and balance bases:
– with high and low parts

Rest on your back with one foot high (level 1).

Balance on two feet with both feet low (level 2).

Rest on your back with the other foot high (level 1).

Balance on two feet with both feet low again (level 2).

Repeat this sequence once.

Rest on your knees with one elbow high (level 2).

Balance on your head and shoulders with both elbows low (level 3).

Rest on your knees with the other elbow high (level 2).

Balance on your head and shoulders with both elbows low again (level 3).

Repeat this sequence once.

61 Rest and balance bases:
– making the head high

Rest on your feet with your head high (level 3).

Balance on your knees with your head high (level 2).

Repeat the activity on level 3.

Balance on your bottom with your head high (level 2).

Repeat the activity on level 3. * R

The sequence formed consists of activities on levels 3-2-3-2-3.

62 Rest and balance bases:
– making the head high and then low

Rest on your feet with your head high (level 3).

Balance on your head and hands and one knee making your head low (level 1).

Repeat this sequence several times, using alternate knees.

Rest on your tummy with your head high (level 1).

Balance on your head and shoulders making your head low (level 3).

Repeat this sequence several times.

Put both sequences together. * R

63 Rest and balance bases:
– making parts high and then low

Rest on your back with one knee high (level 1).

Balance with your knees low (level 2).

Rest on your back with the other knee high (level 1).

Balance with your knees low (level 2). * R

Rest on your bottom and feet with one shoulder high (level 2).

Balance on your head and shoulders, which are low (level 3).

Rest on your bottom with your other shoulder high (level 2).

Balance on your head with your shoulders low (level 3). * R

Put both sequences together. *R

64 Rest and balance bases:
– making parts high and then low

Rest on two feet and one hand with the other high (level 3).

Balance on two hands and one knee, both hands being low (level 2).

Rest on two feet and one hand with the other hand high (level 3).

Balance on two hands and the other knee, both hands being low (level 2). * R

Rest, lying on your back with one foot high (level 1)

Balance on both feet. These are low (level 2).

Rest, lying on your back with the other foot high (level 1).

Balance on both feet. These are low (level 2). * R

Put both sequences together. *R

65 Rest and balance bases:
– making parts high and then low

Rest on your knees with one elbow high (level 1).

Balance on two elbows and one knee. Two elbows are low (level 2).

Rest on your knees with the other elbow high (level 1).

Balance on two elbows and the other knee. Two elbows are low (level 2). * R

Rest on your bottom and feet with one shoulder high (level 2).

Balance on your head and shoulders. Shoulders are low. (level 3).

Rest on your bottom and feet with the other shoulder high (level 2).

Balance on your head and shoulders. Shoulders are low (level 3). * R

Put both sequences together. *R

SYMMETRICAL AND ASYMMETRICAL SHAPES

Symmetrical shapes look the same on both sides, but one side of an asymmetrical shape looks different from the other and must be repeated on the other side in order to develop the body evenly.

The terms 'same' and 'different' can be used.

66 Symmetrical and asymmetrical shapes:
– using different shapes on different levels

Curl up and be symmetrical on your knees (level 1).

Stretch out and be asymmetrical on your bottom (level 2).

Be wide and asymmetrical on one hand and one foot (level 3).

Repeat the sequence being asymmetrical on the other side. *R

67 Symmetrical and asymmetrical shapes:
– using space either side of a band

Give each child a colour band.

Put the band down in front of you to look like a take-away sign.

On one side of the band curl up and be symmetrical on your back (level 1).

Step over the band and be wide and asymmetrical on one hand and one foot (level 2).

Step back over the band.

Repeat the sequence being asymmetrical on the other side. *R

68 Symmetrical and asymmetrical shapes
— using space either side of a band

Give each child a colour band.

Put the band down in front of you to look like a take-away sign.

On one side of the band, stretch out and be symmetrical on your tummy (level 1). Step over the band.

Curl up and be asymmetrical on your side. Step back (level 1).

Repeat the sequence, being asymmetrical and lying on your other side.

On one side of the band, stretch out and be symmetrical lying on your back with your feet in the air (level 2). Step over the band.

Curl up, being asymmetrical on your bottom (level 2). Step back.

Repeat the sequence, being asymmetrical on the other side.

Put both sequences together. *R

69 Symmetrical and asymmetrical shapes:
— using two hands and feet as part of the base

Be wide and symmetrical on your tummy with your hands and feet as part of your base (level 1).

Move your whole body to the position of one hand and curl up to be asymmetrical on one hand and two feet (level 2).

Move back to your level 1 shape.
Repeat moving to the other hand.

Be wide and symmetrical on your tummy with your hands and feet as part of your base (level 1).

Move your whole body to the position of one foot, stretch out and be asymmetrical on one foot (level 3).

Move back to level 1.
Repeat moving to the other foot.

Put both sequences together. *R

70 Symmetrical and asymmetrical shapes:
– on rest and balance bases

Be wide and symmetrical on a rest base (level 1).

Roll over, curl up and be asymmetrical to balance on one hand and foot (level 2).

Roll back to rest on level 1.

Repeat the sequence, rolling the other way to be asymmetrical on the other hand and foot. Roll back. *R

71 Symmetrical and asymmetrical shapes:
– on rest and balance bases

Give each child a hoop.

Sit down in the hoop and cross your legs.

Inside the hoop, curl up and be symmetrical, resting on your back (level 1).

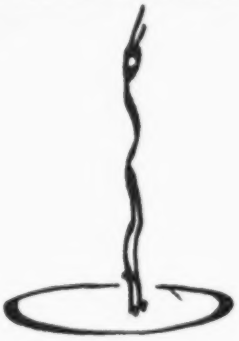
Step outside of the hoop.

Be wide and asymmetrical, balancing on one hand and foot. (level 2).

Step inside again to curl (level 1).

Do this again being asymmetrical on the other hand and foot.

Step inside again to curl (level 1).



Stretch up very tall and be symmetrical balancing on your toes (level 3).

Curl up again (level 1).

This sequence uses levels 1-2-1-2-1-3-1.

Do this whole sequence twice.

72 Symmetrical and asymmetrical shapes:
– on rest and balance bases

Give each child a hoop.

Sit down in the hoop with your legs crossed.

Inside the hoop, curl up and be symmetrical, resting on both feet (level 3).

Step out of the hoop to one side

Stretch out and be asymmetrical, balancing on your bottom (level 1).

Step inside again.

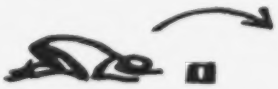
Do this again, stepping out to the other side of the hoop and being asymmetrical on the other side.

Step inside again. * R

73 Direction (forward, backward and sideways):
– using shapes on one level

Give each child a block.

Sit behind the block with your legs crossed.



Curl up behind the block on your hands and knees (level 1).

Stretch forward over the block and be on your hands and feet (level 1).

Move back to curl up. *R

Curl up in front of the block on your hands and knees (level 1).

Stretch backward over the block and be on your hands and feet (level 1).

Move forward to curl up again. *R

Curl up at one side of the block on your hands and knees (level 1).

Stretch sideways over the block to be wide on your hands and feet (level 1).

Move sideways to curl up again. *R

Move to the other side of the block and curl up on your hands and knees (level 1).

Stretch sideways over the block to be wide on your hands and feet (level 1).

Move sideways to curl up again. *R

74 Direction (forward, backward and sideways):
– using shapes on one level

Repeat lesson 73 but on levels 2.

75 Direction (up and down):
– using space

Give each child a beanbag.

Sit behind the beanbag.

Curl up on your back (level 1).

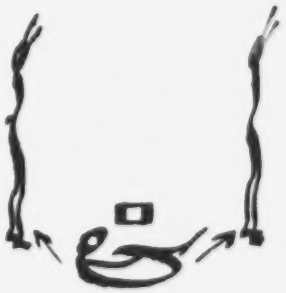
Move to the left-hand space (level 3).

Stretch up very tall on your feet (level 3).

Move back to curl up.

Repeat, moving to the right-hand space.

Move back to curl up. *R



76 Direction (clockwise and anti-clockwise):
— using space

Give each child a beanbag.

Sit behind the beanbag.

Curl up on your side (level 1).

Move into the left-hand space, going clockwise.

Stretch up very tall on two feet (level 3).

Move into the next space, going clockwise.

Curl up on your other side (level 1).

Move into the next space, going clockwise.

Stretch up very tall on two feet (level 3).

Sit back in the first space with your legs crossed

Repeat the sequence, moving anti-clockwise around the beanbag. *R

77 Direction (diagonal):
— being symmetrical and asymmetrical

Give each child a beanbag.

Sit behind the beanbag.

Curl up and be symmetrical on your knees (level 1).

Move in a forward diagonal direction to the right-hand space, keeping your feet quite still. Stretch out and be asymmetrical on your side (level 1).

Go back to curl up.

Repeat this sequence moving into the left-hand space, and be asymmetrical on your other side. * R

78 Direction (forward and back, and backward and forward)
— being symmetrical

Give each child a colour band.

Put the band in front of you to look like a take-away sign.

On one side of the band, stretch out and be symmetrical on your back (level 1).

Step across the band to the other side.

Curl up and be symmetrical on your hands and feet (level 2).

Move back. * R

Place the band behind you to look like a take-away sign.

With the band behind you, stretch out and be symmetrical on your hands and feet, with your tummy towards the floor (level 2).

Step backward across the band.

Curl up and be symmetrical on your back (level 1).

Move forward again. * R

Put both sequences together. *R

SMALL, LARGE AND WIDE BASES

A small base has as little as possible touching the floor, for any required shape.

A large base has a lot of the body touching the floor. A curled-up shape may have less of the body touching the floor than a stretched-out one, depending on the choice of base, but it must have as much touching the floor as is possible for that shape. Any shape will have less touching the ground on level 2 than on level 1, and even less on level 3. This provokes a lot of thought.

A wide base means that the parts of the body touching the floor are placed wide apart. There are in fact lots of little parts on the floor.

79 Small and large bases:
– using two levels

Put a lot of you on the floor (level 1).

Put a lot of you on the floor (level 2). *R

Put a little bit of you on the floor (level 1).

Put a little bit of you on the floor (level 2). *R

80 Small, large and wide bases:
– using three levels

Put a little bit of you on the floor (level 3).

Change and put a lot of you on the floor (level 1).

Change and put lots of little bits on the floor (level 2).

Repeat the sequence standing on the other foot. *R

81 Small, large and wide bases:
– using curled and stretched shapes

Curl up with a lot of you on the floor (level 1).

Curl up with a little bit of you on the floor (level 3).

Curl up with a lot of little bits on the floor (level 2). *R

Stretch out with a lot of you on the floor (level 1).

Stretch out with a little bit of you on the floor (level 3).

Stretch out with a lot of little bits on the floor (level 2) *R

Repeat the sequence standing on the other foot. *R

82 Small, large and wide bases:
— using wide shapes, on three levels

Be wide with a lot of you on the floor (level 1).

Be wide with a little bit of you on the floor (level 3).

Be wide with lots of little bits on the floor (level 2). *R

83 Small, large and wide bases:
— using curled, stretched and wide shapes

Curl up with a little bit of you on the floor (level 1).

Stretch out with a lot of you on the floor (level 2).

Be wide with a lot of little bits on the floor (level 3). * R

84 Small, large and wide bases:
— using curled, stretched and wide shapes

Stretch out on your tummy and lift your head and feet (small base, level 1).

Be wide on your bottom and legs (large base, level 2).

Curl up on your feet, placed wide apart (wide base, level 3). * R

Many more combinations can be added here if the children need more practice.

85 Right and left:
– using high and low parts

Stretch up on two feet, with your right hand high (level 3).

Curl up on your knees with your right hand low (level 1).

Stretch up on two feet, with your left hand high (level 3).

Curl up on your knees with your left hand low (level 1). * R

This can be repeated, using different levels and making different parts of the body high and low.

86 Right and left:
– placing one hand on different parts of the body.

Make any shape, with your right hand on your right knee (level 1).

Make any shape, with your right hand on your head (level 2).

Make any shape, with your right hand in the air (level 3).

Do this sequence again, using your left hand. * R

87 Right and left:
– applying them to the base

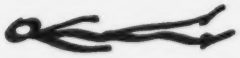
Make any shape, with your right hand and your right knee as the base (level 1).

Make any shape, with your right hand and your right foot as the base (level 2).

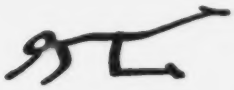
Make any shape with your right foot as the base (level 3).

Do this sequence again using the left side. * R

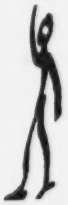
88 Right and left:
– using high and low parts



Make any shape, with your right hand and right foot low (level 1).



Make any shape, with your right foot high (level 2).



Make any shape, with your right hand high (level 3).

Do this sequence again, using the left side. * R

89 Right and left:
– using symmetrical and asymmetrical shapes

Curl up and be symmetrical, with your head on your knees (level 1).

Stretch out and be asymmetrical with your head on your right knee (level 2).

Move back to curl up.

Do this sequence again, putting your head on your left knee. * R

90 Right and left:
– using symmetrical and asymmetrical shapes

Curl up and be symmetrical, with your hands on your knees (level 2).

Stretch out and be asymmetrical with your right hand on your right knee (level 3).

Move back to curl up.

Do this sequence again, using your left hand. * R

Weight on Two Hands

This activity is included in the lesson to strengthen children's arms and shoulders. It also provides exercise for the leg muscles and especially the tummy muscles.

Many children enjoy turning upside down doing handstands. For other children this is a traumatic experience, so a lot of practice is given with the weight on two hands, at a standard which will suit all children. The theme of the lesson is again applied to this section which also helps to promote body awareness.

Many severely handicapped children may find this particularly difficult because of their lack of strength, and so will achieve only a few of the following graduated steps. It is important that a child's hands be flat on the floor with his head placed well out, in order to prevent him from going over into a forward roll if he should go up very high. This applies when the child is facing the floor. Some of the following activities can also be done with the back towards the floor. The knees must always be bent when the child is landing, to prevent jarring of the spine.

PRELIMINARY MOVEMENTS

The following activities can be performed moving forward, backward or sideways for variation. Although they are used as preliminary movements for teaching children to take their weight on two hands they also offer handicapped children a variety of ways of moving. This is an important aspect of their education as they are sometimes unable to initiate their own movements.

His hands are flat and his head is placed well out

☐ Move forward around the room on your bottom, hands and feet.

Lift your bottom off the floor. *R

☐ Move forward around the room on your bottom, hands and feet.

Lift your bottom and one foot off the floor.

Repeat lifting your bottom and other foot off the floor. *R

☐ Move forward around the room on your bottom, hands and feet.

Lift your bottom and one foot off the floor. While in this position change feet. *R

☐ Move forward around the room on your bottom, hands and feet.

Lift your bottom and one foot off the floor. While in this position change feet with a jump. *R

☐ Move forward around the room on your bottom, hands and feet.

Lift your bottom and both feet off the floor with a jump. *R

☐ Move around the room on your hands and feet while looking at the floor.

Lift one foot off the floor.

Repeat lifting the other foot off the floor. *R

☐ Move around the room on your hands and feet while looking at the floor.

Lift one foot off the floor. While in this position change feet. *R

☐ Move around the room on your hands and feet while looking at the floor.

Lift one foot off the floor. While in this position change feet with a jump. *R

☐ Move around the room on your hands and feet while looking at the floor.

Jump both feet off the floor together. *R

This activity with the weight on two hands is called a bunny jump.

Once these two ways of taking the weight on two hands have been mastered, many variations can be made up. While working in this manner, the shape of the body can be considered. By applying the concept of high and low parts, more thought is given to the action. The concepts symmetrical and asymmetrical can be applied to both the shape and the take-off and landing. The use of direction, space and pathway result in increased motion. The awareness of right and left can be applied to the body as well as the space used.

When the weight is taken on the hands with the highest part of the body at the medium level, both the above activities can be used. When the high level is suggested, the face must be towards the floor so that it is possible for body parts to reach this height.

CURLED, STRETCHED AND WIDE SHAPES

☐ Curl up on your hands and feet.

Jump your feet off the floor as high as you can.

Land curled up again. *R

☐ Curl up on your hands and feet.

Jump your feet out behind you to stretch out.

Jump them in to curl. * R

☐ Stretch out on your hands and feet.

Jump your feet off the floor, and stretch out in the air.

Land stretched out, bending your knees a little. *R

☐ Curl up on your hands and feet.

Jump your feet out wide behind you

Jump them in to curl. *R

☐ Be wide on your hands and feet.

Jump your feet off the floor and be wide in the air.

Land being wide again, bending your knees a little. *R

☐ Curl up on your hands and feet.

Jump your feet out behind you to stretch out.

Jump them out to be wide and then back to curl. *R

This is a sequence which can be done in several different orders and which can, in turn, be done in reverse.

Many children have difficulty in remembering the teacher's instructions. They can be greatly assisted by encouraging them to rehearse these instructions both aloud and silently to themselves.

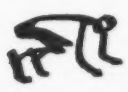
☐ Do that sequence again without me saying a word, but before you do, say it with me, so that you will be able to remember it.
Curled – stretched – wide.
Curled – stretched – wide.
Curled – stretched – wide.
Now say it to yourself as you do it until I say stop.

☐ Curl up on your hands and feet.

Stretch one leg up to the high level and jump the other foot a little way off the floor. Repeat using the other leg.

Lift the bottom foot off the floor a little higher each time you do it. *R

Adventurous children may lift both feet to a similar height. Those lacking in confidence should never be expected to do so until they volunteer that they are ready to try it on their own. The request for a stretched shape at the high level will, therefore, cater for all capabilities.



☐ Curl up on your hands and feet.

Kick your legs about in the air. *R

☐ Be wide on your hands and feet.

Jump your feet together in the air and land wide again. *R

☐ Curl up on your hands and feet.

Jump your feet out wide in the air and land curled again. *R

☐ Curl up on your hands and feet.

Stretch out at the high level and curl up at the medium level before you land. *R

☐ Curl up on your hands and feet.

Curl up at the medium level and stretch out at the high level before you land. *R

These two latter activities are quite advanced and need plenty of control.

HIGH PARTS

☐ Curl up on your hands and feet.

Jump your feet off the floor to make your bottom the highest part of you. You will have to think what you will do with your feet. *R

The above activity can be done making different shapes as the bottom is made high.

☐ Curl up on your hands and feet.

Make one foot the highest part of you as you jump your feet off the floor. *R

Repeat making the other foot high.

☐ Curl up on your hands and feet.

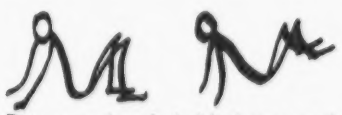
Jump to make both feet the highest part of you. *R

☐ Curl up on your hands and feet.

Stretch out to make one foot the highest part of you as you jump your feet off the floor. *R

Repeat making the other foot high.

Many children find it difficult to straighten their legs.

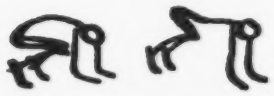


☐ Put your hands behind you and, as you jump your feet off the floor, keep your head the highest part of you. *R

Many of the above activities can be repeated with the hands behind the back.

SYMMETRICAL AND ASYMMETRICAL SHAPES

While making shapes, when working with the weight on two hands, it can be considered whether the figure looks the same both sides (symmetrical), or different (asymmetrical). If an asymmetrical shape is made, it must be repeated on the other side to balance the development. Symmetrical and asymmetrical shapes can also be applied to the take-off and the landing.

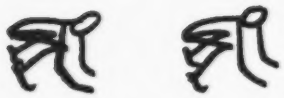


☐ Curl up on your hands and feet.

Think about your feet as you lift them off the floor.

Jump them off the floor at the same time, and put them down at the same time.

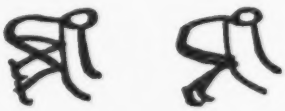
You can make any shape in the air. *R



☐ Curl up on your hands and feet.

Lift one foot off the floor before the other and put one down before the other.

You can make any shape in the air. *R



☐ Curl up on your hands and feet.

Lift one foot off the floor before the other, and put them down at the same time. *R

☐ Curl up on your hands and feet.

Jump your feet off the floor at the same time, and put one down before the other. *R

DIRECTION, SPACE, PATHWAY, RIGHT AND LEFT

The following activities can be included when any of the above components form the theme of the lesson.

☐ Put a band in front of your feet to look like a take-away sign.

Put your hands down on the other side of it leaving a space between them and the band.

Jump your feet forward and back over the band. *R

A beanbag, rope or cane stick can be used.

☐ Turn your band around to look like a 1.

Put your feet on one side of it and your hands at the top of it on the floor.

Jump your feet from side to side over the band. *R

☐ Turn your band to look like a take-away sign and put your feet at one end of it and your hands on the floor in the space above it.

Jump your feet from one end of it to the other. *R

Forward and back

From side to side

☐ Stand in a hoop and put your feet near the front edge of it.

Put your hands outside, leaving a space between them and the edge of the hoop.

Jump your feet forward and back. *R

☐ Stand outside the hoop at the back of it and put your feet near the edge of it.

Put your hands inside the hoop, leaving a space between them and the edge of the hoop.

Jump forward and back. *R

☐ Stand outside the hoop at the side of it and put one hand inside and one hand outside of it.

Jump from side to side, in and out of the hoop. *R

Move around the hoop by moving your hands forward after each jump. When you have been all the way around, turn around and go back the other way. *R

☐ Stand inside the hoop and put your hands outside the hoop, but near the front edge of it.

Jump your feet outside to the right and back to the middle again several times.

Jump your feet outside to the left and back to the middle again several times.

Put these movements together by jumping to the right and back to the middle and to the left and back to the middle. *R

☐ Stand outside of the hoop at the right side of it and put your hands outside near the front edge.

Jump your feet right over the hoop to the left and back again. *R

☐ Curl up on your hands and feet.

Put a beanbag between your feet.

Lift the beanbag off the floor without letting it go. *R

☐ Curl up on your hands and feet.

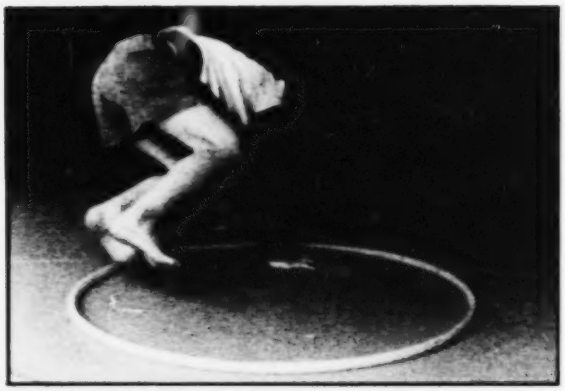
Put a beanbag between your feet.

Jump your feet off the floor and throw the beanbag away in any direction.

Repeat several times choosing a different direction each time.

☐ Curl up on your hands and feet.

Put a beanbag between your feet.



In and out, sideways

Jump your feet off the floor and throw the beanbag right over your head. *R

☐ Find a partner and face each other.

One of you curl up on your hands and feet and put a beanbag between your feet.

Jump your feet off the floor and throw the beanbag over your head for your partner to catch.

Your partner can jump it back to you. *R

Count how many times the beanbag is caught between you and sit down, back to back, when you reach six catches.

It is important that children be told how to finish an activity. Their failure to do so may mean that they are not listening, or that they do not understand the directions. Different ways of finishing will help to keep them alert (see Learning to Take Turns, 2.9).

DEVELOPING CARTWHEELS

☐ Curl up on your hands and feet.

Lift your feet from one spot and put them down in another.

☐ Put a band in front of you to look like a take-away sign.

Put your feet at one end of it and your hands on the floor in the space above it.

Jump your feet from one end to the other and back. *R

☐ Put a band in front of you to look like a take-away sign.

Place your hands at one end of it and your feet on the other side of your hands.

Jump your feet to the other end of the band.

Move your hands to the other end of the band with your feet on the outside of them.

Jump your feet back again.

Repeat several times moving your hands as well each time.

☐ Put a band in front of you to look like a take-away sign.

Place your hands at one end of it and your feet at the other.

Jump your feet to the other side of your hands.

Move your hands to the other end of the band. *R

☐ Stand up and put one hand down and then the other.

As you move sideways, make a wide shape in the air.

As your feet land they come down one at a time.

Your hands and feet should all touch the ground in a line.

A cartwheel can be analysed thus.
The take off is asymmetrical.
The direction is sideways.
The shape is wide.
The landing is asymmetrical.
The bases are placed in a straight line.
The pathway of the movement is curly.

This is an extremely difficult activity even for children who do not have co-ordination difficulties.

BUNNY JUMPING WITH EQUIPMENT

The vaulting box is placed on its low legs.

☐ Curl up on your hands and feet on the vaulting box.

Put your knees on the outside of your elbows.
Your hands must be holding on to the sides of the box so that you are safe.

Leave your hands holding on while you jump your feet sideways onto the floor. *R

Jump off to the other side. *R

☐ Put your feet on the floor on one side of the box and hold on to the sides of it.

Jump your feet right over the vaulting box to land on the other side.

Jump back again. *R

You can keep jumping from side to side by doing a little jump on the spot after you land.

Repeat these two activities using the medium box.

A long board can be placed 30cm above the ground and the above activities repeated.

☐ Stand beside the board and hold on to the sides of it.

Jump your feet over to the other side. As you do a little jump on that side, move your hands forward and jump back to the other side.

Continue along the board.

Repeat, moving in reverse.

☐ Squat on the board leaning on your hands and feet.

Curl up with your knees on the outside of your elbows.

Stay on the board and jump your feet in the air.

Move your hands forward and do it again until you reach the other end of the board.

Turn around and move back to the beginning, jumping as you were, or go back doing the jumps in reverse.

Incline the board.

☐ Stand beside the board and hold on to the sides of it.

Jump your feet over to the other side, and as you do a little jump on that side, move your hands forward before jumping back. This will take you higher up the board.

A bunny jump off the medium box

A bunny jump over an inclined board

A bunny jump along a board

When you have gone as far as you can, jump back in reverse.

Repeat this activity, but when you reach the top of the board turn around so that you are looking down it. Your feet will have to jump higher than the position of your hands.

Move down the board.

The vaulting box is placed on its high legs.

☐ Curl up on your hands and feet on the vaulting box.

Put your knees on the outside of your elbows. Your hands must be holding on to the sides of the box so that you are safe.

Leave your hands holding on, and jump your feet sideways onto a mat. *R

Turn around and jump off to the other side onto the mat. *R

Place the box on its medium legs.

☐ Run and jump on the spot and bunnyjump right over it.

Repeat, facing the other way. *R

Repeat doing this, using the high box in conjunction with the beatboard (see Using the Beatboard, 2.10).

Push and Pull

If we are going to put children onto equipment we must first of all be sure that they are safe. They must know how to hang on and how to support their own weight. A child can be encouraged to crawl along a board and be shown how to grip the sides. Once this has been mastered it is beneficial to put the child on his tummy in order to pull his own weight along the board, while still supported by that board. A push then alters the direction of the movement and gives a double activity. This activity helps build up a stronger shoulder girdle. A transfer to the slim wheel gives a clearer meaning to the terms push and pull as they occur at closer intervals than when applied to an activity on a long plank. For variation colour bands, ropes, cane sticks and 'Space hoppers' can be used.

A push forward and a pull back

A push and pull sideways

ACTIVITIES WITH THE SLIM WHEEL

☐ Sit with your legs out in front of you. Keep your knees straight all the time.

Put your feet apart and push the wheel forward as far as you can without bending your knees.

Pull it back. ***R**

☐ Sit with your legs out in front of you and keep them together. Keep your knees straight all the time.

Put the wheel at the side of you and push it out sideways as far as you can.

Pull it back.

Put the wheel at the other side of you and push it out sideways.

Pull it back.

Move from one side to the other alternately. ***R**

By moving the wheel from one side to the other, the children are exercising their side muscles. If the legs are kept straight while doing these exercises, the hamstring muscles behind the knees are being stretched. Many children, especially boys, are very tight in these muscles, and find it very difficult to keep their knees straight while doing these exercises. They need constant reminders to help them with this body awareness.

☐ Sit with your legs out in front of you. Keep your knees straight all the time.

Hide the wheel behind your back so that I cannot see it.

Push it back as far as you can reach.

Pull it in again. *R

When children place the wheels behind their backs they automatically put their hands underneath the handles.

☐ Change the position of your hands by placing them on the top of the handles.

Push the wheel back as far as you can.

Pull it in again. *R

☐ Place the wheel underneath your feet and, while leaning on your bottom and hands, push the wheel forward.

Pull it back with your feet. *R

☐ Place the wheel underneath your feet and while leaning only on your hands push the wheel forward.

Pull it back with your feet. *R

☐ Sit and put your hands and feet on the wheel and push the wheel forward until your knees are straight.

Pull it in again. *R

☐ Put the wheel under your feet and lie down so that you cannot see the wheel.

Wheel it forward and back several times.

☐ Lie on the floor and put the wheel on the floor above your head.

Pull the wheel under your head as you lift it off the ground to look around the room.

Push the wheel away. You cannot see the wheel so you will have to think very carefully what you are doing. *R

The above activity involves a pull before a push. The other activities push before pulling. This can be stressed to the children and a combination of the two can be performed.

☐ Lie down on the floor and put the wheel on the floor above your head.

Keep your knees quite straight and your feet apart.

Pull the wheel under your head as you lift it off the ground.

Push it away.

A push behind your back

A push and pull with (left) the feet, (centre) the hands and feet, and (right) the feet while supported on the hands

A pull under the head

Sit up and push it between your legs without bending your knees.

Pull it back.

Lie down, putting the wheel on the floor above your head ready to do it once more. *R

☐ Kneel on the floor, making your back look like a table, keeping the wheel under your shoulders. Push the wheel forward as far as you can by straightening your knees a little.

Pull it back again and look like a table. If you pull the wheel back too far to touch your knees, without sitting back on your heels, you may overbalance, fall on the wheel and wind yourself. It is, therefore, a good idea to always make a table when doing this activity. *R

This activity should not be done too often at first. Three or four times are

quite sufficient for adults as it is quite a strain on the back. The number can be increased each time this activity is introduced.

☐ Kneel on the floor, making your back look like a table, keeping the wheel under your shoulders. Push the wheel forward until you are lying right down on your tummy.

Pull the wheel in and get up by leaning on it while bending your knees to make a table again. Try not to lean on your elbows as you get up. *R

This activity should not be done more than three times at first and should not be introduced until the children have strengthened their shoulder girdle to a considerable extent. This activity works the upper tummy muscles, is a very strong arm, shoulder and back strengthener, uses the hip and knee joints and, apart from the ankles and feet, provides good general body movement. If a large number are achieved, the participant may find it beneficial for the heart and lungs as well. The above two activities can be combined to form a sequence by performing several of each or by doing them alternately. The latter can be done with a partner and proves a valuable activity for autistic children who are inclined to dislike touching other children or even equipment held by them. This they enjoyed.

☐ Find a partner and one of you lie down on your tummy, while your partner kneels down to make a table. Both hold the wheel. While one of you pushes the other into a kneeling position, the other pulls you down to the lying position. *R

Pushing and pulling with a partner

A difficult balance

Pulling towards you in the medium level

ACTIVITIES USING CANE STICKS

When using cane sticks the children can choose a partner of similar size and strength against whom they can test their strength. They hold the sticks between them, each one holding on with both hands near the middle. They push away from and pull towards themselves.

If each exerts equal force there will be very little movement of the sticks. Pushing and pulling can be done at the low level while the children are lying head to head, at the medium level while the children are sitting or kneeling, and at the high level while standing. The components used for making themes and sub-themes can be applied to work with these sticks at the three levels. The participants will show much more movement when on a balance base, than when on a rest base. This is because they are pushing or pulling one another off balance and continuous motion helps to counter this.

☐ Choose a partner who is about as big as you are, and sit down with your legs crossed, facing him. When I have given you a stick, one of you put your hands in the middle of it and the other put your hands as near to your partner's as you can, with one hand on each side of his.

Push away as hard as you can to push your partner over.

Pull your partner towards you.

These two activities I am going to call 'push' and 'pull'.

☐ Find a partner, and sit down beside each other.

Lie down on your tummy, head to head with your partner.

Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Children who lack body awareness may find it difficult to lie down head to head with a partner and they may lie down on their backs. They will need some help in sorting themselves out. These children will possibly confuse push and pull movements, too.

☐ Find a partner and stand facing each other, both holding the stick in the middle.

Put one foot back and push your partner away.

Pull your partner towards you.

Change feet and repeat the activity.

Put your feet apart, but level.

Push and pull your partner again.

You may overbalance in this position.

☐ Find a partner and face each other.

One of you put your hands on top of the stick and push it down to the floor. The other put your hands underneath the stick and pull it up to the ceiling.

Change the position of your hands and repeat.

☐ Find a partner and face each other.

One of you stand with your feet apart, on a line, and put your hands slightly apart on the stick. The other put one hand on the stick, between your partner's hands, and place the opposite foot back.

Pull your partner over the line.

Repeat using the other hand.

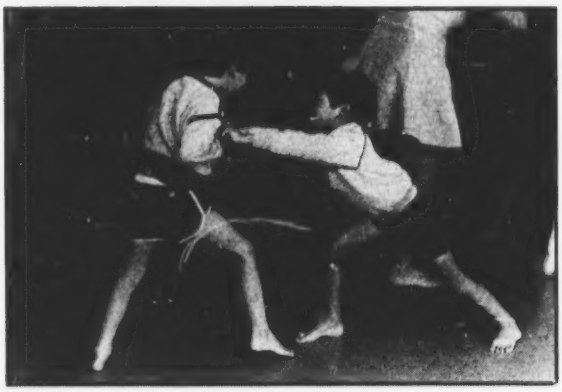
Change places with your partner.

Repeat trying to push your partner back from the line.

☐ Find a partner and face each other.

One of you stand with your feet apart and put your hands slightly apart on the stick. The other put one hand on the stick and push it to the floor against the pull of your partner who makes it difficult, but not impossible.

A pull with a difference – stretched at the low level



Pushing away wide and at the high level

Pushing down and pulling up

Pull it up again against the push of your partner.

Repeat using the other hand.

Change places and repeat the activity.

In the absence of cane sticks, folded ropes are an acceptable substitute.

ACTIVITIES USING OTHER EQUIPMENT

☐ Find a partner.

Each hold one end of a colour band either by putting your hand in the space and holding it singly, or by folding the band and holding it double. Place the foot opposite to your holding hand back, and have a tug-of-war by trying to pull your partner towards you.

Change hands and feet.

If the theme of the lesson is 'right and left', these hands could be stipulated by the teacher. If the left hand holds the band, the right foot is put back and vice versa. The children can hold the band in other ways. One can hold it with one hand at each end, while the other can use one or both in the middle of the band. It is difficult to push using a band.

☐ Find a partner and when I have given you a rope, fold it into halves by putting the two ends together.

How many strands have you now?

Two.

Fold it in halves again by putting the two ends and the fold together.
How many strands have you now?

Four.

What have you folded the rope into now?
Quarters.

One of you hold the end of the rope where the ends are, being sure to hold all the strands together.

The other hold the strands together where they fold, or put your hand in the loops made by the fold.

Use one hand and put the opposite foot back.

Have a tug-of-war, trying to pull your partner towards you.

Change hands and feet, and pull again.

This can be done on the other two levels as well.

☐ Find a partner and, when I give you a rope, fold it into quarters.

One of you hold each end of the folded rope, while the other holds it in the middle.

Stand up and put your feet apart, sideways, and pull your partner towards you.

When your feet are in this position it is easy to overbalance. In order to prevent this from happening, jump around if you are forced to move.

This can be done on the other levels as well.

ACTIVITIES USING YOUR HANDS

☐ Find a partner.
Sit down facing your partner, with your legs crossed.

Shake hands with your right hand to your partner's right hand.

Pull your partner towards you.

Change hands and repeat the activity.
Hold your partner's right hand with your right hand and your partner's left with your left.

Pull your partner towards you.

Put your right hand flat against your partner's right hand.

Push your partner away.

Change hands and repeat the activity.

Put both hands against your partner's hands.

Push your partner away.

This can be done on the other levels as well.

☐ Find a partner and sit down side by side, but facing different ways.

Hook elbows and pull sideways.

Swivel around so that you each face the other way.

Hook the other elbows and pull sideways.

Put both hands flat against your partner's and push away sideways.

Swivel around so that you face the other way.

Put both hands flat against your partner's and push away sideways again.

Foot Exercises

Children's feet are most important. Good posture begins with the feet. A poor foot position often results in a poor posture. So much can be done at an early age to help children to develop a good arch. This arch helps to promote a good spring and bounce. Teachers must first of all be aware of how children sit while playing on the floor. So many little ones just flop down with their knees on the ground and their feet out sideways. This position can cause stretching of the ligaments which pass down the inside of the knee joint, and stretching of the muscles necessary for holding up a good arch, resulting in many cases, in knocked knees and flat feet. The cross-legged sitting position is a good one. If the children are encouraged to stand up, with or without the help of their hands, still keeping their legs crossed, their legs are exercised and their arches and ankles strengthened. Children should always be encouraged to walk and stand with their feet facing straight forward.

It is advisable to offer regular opportunity for foot exercises or activities, which benefit the development of a good arch, to young children as they play. As they sit playing with blocks, they can be encouraged to build a castle holding each block between the soles of both feet. This is explained more fully below.

Activities can be taught using both feet in unison or separately. Mobilising the joints of the toes, feet and ankles is as important as developing the arch. Opening and shutting the toes is a very exacting task. Many children put their feet into shoes and just do not use the muscles in their feet and toes. Moving the fingers at the same time creates quite a difficult task. The co-ordination experience involved in opening the toes while at the same time shutting the fingers is very valuable. These little activities are small motor movements and help in the development of body awareness. The above activities can be done using different parts of the body as bases.

STANDING UP FROM A CROSS-LEGGED SITTING POSITION

Children must be taught to stand up keeping their legs crossed. If they have to be manipulated physically, they can be lifted from behind. The helper may stand in front of them and hold their hands to pull them up or provide the necessary assistance by sitting cross-legged in front of them to stand up with them, holding their hands.

☐ Sit down with your legs crossed.

Put both your hands on the floor and push yourself up, keeping your legs crossed until you are standing up, then uncross them. *R

☐ Sit down with your legs crossed. Hold something in your hand, put your other hand on the floor and push yourself up, keeping your legs crossed until you are standing up, then uncross them. *R

☐ Sit down with your legs crossed and try to stand up with both hands in the air, keeping your legs crossed until you are standing up, then uncross them. *R

This may take many months or even years to do and is so difficult that it may never be mastered by some. Children usually place the same leg in front of the other. Variation can be obtained by changing the position of the legs.

ACTIVITIES USING BOTH FEET

☐ Sit down holding a fluffy tennis ball between the bottoms of both feet.

Lift the ball into a basket and let it go. *R

Move back from the basket, hold the ball between both feet and throw the ball into it. *R

Helping a child to build a castle

Fluffy tennis balls are easier for handicapped children to grip than smooth rubber balls. The height of the basket or box can be varied according to the size and ability of the child.

☐ Sit down with a tray of blocks in front of you.

Take the blocks out of the tray with your hands and place one near your feet.

Pick a second block up using the bottoms of both feet and place it on top of the other.

Continue to do this with each block until you have built the castle as high as your legs can reach. Crookedly placed blocks can be straightened with your hand.

Remove each block one at a time using your feet again.

Place them neatly back on the tray.

If a fairly high castle is built, the activity involves leg, tummy and back

muscles, as well as the foot muscles, and requires tremendous concentration.

☐ Hold a ball between the bottoms of both feet and roll over backward to throw the ball over your head.

Chase it. *R

☐ Sit down facing a wall and hold a ball between the bottoms of both feet.

Roll the ball towards the wall from which it may rebound to enable you to try again. If you lift your feet higher you will be able to throw it against the wall. *R

☐ Sit down facing a partner.

Hold a ball between the bottoms of both feet and throw it for your partner to catch. Your partner will throw it back so watch it very carefully.

Count how many times you catch it between you.

☐ Sit down with your back towards your partner.

Hold a ball between the bottoms of both feet and roll over backward to throw the ball over your head for your partner to catch.

Your partner then turns around to put his back to you and throws it over his head to you.

Turn around to catch your partner's throw. *R

Count how many times you catch it between you.

☐ Sit down facing an inflatable clown, with a ball between the bottoms of both feet.

Throw the ball at the clown to see if it will wobble. When you have hit it six times, put your ball away.

Depending on the ability of the children, the above activities can be used as races. Where balls have been stated, any size can be used. Beanbags are also used. These do not roll away and can be helpful when the children are learning.

Tennis balls are placed in a basket at one end of the room and beanbags in another, at the other end.

☐ Stand up and go to the basket at one end of the room. Take out a ball and put it between the bottoms of both feet.

Move forward on your bottom, hands and feet, carrying the ball to the other end of the room to put it into the basket which is there.

Take out a beanbag and put it between the bottoms of both feet and move in the same way with it to the other end. Put it in the basket there.

Go back and sit down.

Controlling a ball with the feet
An excellent performance

Building a castle

Blocks are placed in a basket at one end of the room and knotted ropes in another at the other end.

☐ Stand up and go to a basket at one end of the room.

Take out a block and put it between the bottoms of both feet.

Move forward on your bottom, hands and feet, carrying the block to the other end of the room to put it into the basket which is there.

Take out a rope and move in the same way with it to the other end. Put it in the basket there.

Go back and sit down.

A basket is placed in each corner of the room. Blocks are placed in one, and balls, beanbags and ropes in each of the others.

☐ Stand up and go to any corner.

Put whatever is in the basket between the bottoms of both feet.

Move forward to one of the other baskets.

Put it into the basket and take out whatever is in there.

Continue the activity until you have transferred something from each. To transfer means to take from one place to another.

The contents in each basket are now mixed up. When you have finished sit down again.

This activity is a good one to include in a lesson with a 'same and different' or 'symmetrical and asymmetrical' theme. If a lesson on direction is introduced, the children can move in different directions. While moving the children can be encouraged to be on different parts of the body. This can be emphasised when the lesson is about bases. Walking with a marble or a beanbag under one foot can be introduced as an asymmetrical activity. Question the children as they are working. Ask them if they are symmetrical or asymmetrical, in what direction they are moving, and on what parts of the body they are working.

Each child is given a tray of blocks. Four blocks are placed one on top of the other, at one side of the room, and the others are left with the tray on the opposite side.

☐ Sit down beside a tray of ten blocks.

Take one out with your hands and put it in front of your feet.

Pick it up with the bottoms of your feet and move on your bottom across the room to put it on the castle which is already four blocks high.

Move backward to the tray for another block.

Continue to do this until your castle is as high as you can make it.

Move back to pick up your tray and carry that in one hand, while still on your bottom, over to the castle.

Take each of the blocks down with your feet and pack them neatly on the tray.

When there are too many children for the number of blocks, two children can take it in turns to build the castle. Each puts a block on the castle in turn. For variation, the castle can be placed in the middle of the room with a child coming in to build it from each side. In this case, the castle can begin with only one block as the activity is finished more quickly because the distance travelled by each child is less.

In the following activities, the object is held by the sides of the feet and not between the bottoms of them. The activities do not offer quite such good foot exercise for strengthening the arch, but some body awareness is developed and some ability is exercised in controlling the object held.

☐ Hold a beanbag between the sides of your feet and see if you can jump it up to catch. * R

Try to do it with a ball. *R

☐ Hold a beanbag or ball between the sides of your feet.

Jump with it to the other end of the room.

☐ Hold a beanbag between the sides of your feet .

Throw it into a basket from your feet.

Move back a little each time you are successful.

☐ Stand facing a partner.

Hold a beanbag between the sides of your feet.
Throw the beanbag up for your partner to catch.

Your partner will repeat the activity and you must be ready to catch the beanbag.

Count how many times you can catch it between you.

ACTIVITIES INVOLVING THE OPENING AND SHUTTING OF THE TOES

☐ Sit on the floor with your legs out in front of you.

Keep your legs straight all the time. Open and shut you toes. *R

Moving across the room to add one more to the castle

He made it

Opening the fingers and shutting the toes

☐ Sit on the floor with your legs out in front of you.

Keep your legs straight all the time. Open and shut the toes on one foot. *R

Repeat with the other foot.

☐ Sit on the floor with your legs straight out in front of you.

Open and shut your toes. *R

Hold your hands up with your palms facing you.

Open and shut your fingers. *R

Open and shut your fingers and toes. *R

Open your fingers and shut your toes.

Open your toes and shut your fingers. *R

If the children are too young to do this easily, they can open or shut their fingers or toes in successive stages, on command. In this way, they only have to think of one thing at a time.

☐ Sit on the floor with your legs straight out in front of you.

Hold your hands out in front of you with your palms facing you.

Open your fingers and toes on one side, and shut those on the other side. Change. *R

Sometimes this can be done by resting the toes and fingers on one side. To do this, the children can bend up one knee and hold it with the hand on the same side. The other leg is out straight on the floor and the hand is held out in front. These two open and shut while the other two are resting. Children cannot do this until their body awareness has developed to a degree. They find it hard to rest one side. The children can now change over their legs and hands. They have to do this by putting both legs down on the ground together and both hands down. The leg which was working can be bent up to rest and the hand on the same side can hold on to it. The other leg is left on the floor and the hand on that side held up ready to open and shut.

☐ Sit on the floor with your legs straight out in front of you.

Hold your hands up with your palms facing you.

Open the fingers on one hand and the toes on the opposite foot.

Shut the fingers on the other hand and the toes on the opposite foot.

Change. *R

This is a very advanced example of co-ordination, as well as body awareness. Many children will never be able to achieve this. It is an excellent example to show teachers just what body awareness is all about. When asked to do it without all of the lead-up practice, they may experience the difficulties that children have.

☐ Stand up and open the toes of one foot.

Shut them over a beanbag and pick it up to put into a basket. *R

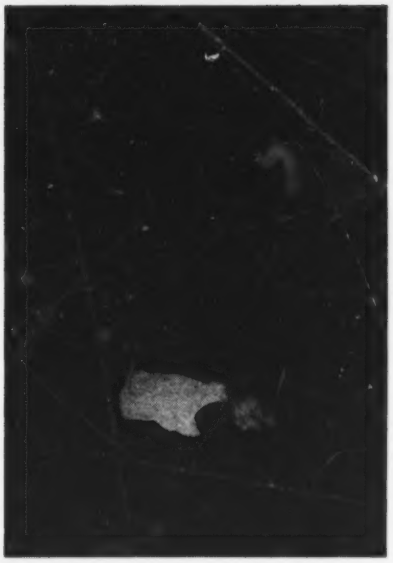
Stand on the other foot and pick up the beanbag to put into the basket. *R

☐ Stand up and open the toes of one foot.

Shut them over a beanbag and lift it and throw it forward. *R

Do this with the other foot. *R

☐ Lift a beanbag up with one foot and throw it backward. *R



He cannot see his toes opening *(see page 71)*

A good throw from the toes – forward

Do it with the other foot. *R

☐ Lift a beanbag up with one foot and throw it sideways across your other leg. * R

Repeat using your other foot. *R

Throw it away from the other leg. *R

Repeat using your other foot. *R

☐ Lift a beanbag up with one foot and throw it up to the ceiling.

Catch it. *R

Practise using the other foot. * R

Several throws in two or three different directions can form a sequence to be memorised. If the children are taught how to verbalise the directions it will help them with their sequential memory.

☐ Put both hands and one leg on the floor.

Pick up the beanbag with the other foot and throw it over your head. *R

Change feet. * R

☐ Put both hands and one leg on the floor.

Pick the beanbag up with the other foot and send the beanbag out between both hands. You may find it easier if you place your hands up on your fingers. This is called kicking a goal. * R

Try with the other foot and continue practising, counting how many goals you can score.

☐ Stand with a beanbag under one foot.

Hold on to it with your toes and walk with it to the other end of the room.

Change feet and walk back.

☐ Stand with a beanbag under one foot.

Hold on to it with your toes and hop with it to the other end of the room.

Change feet and hop back.

☐ Practise walking around the room with your weight on the outer edges of your feet. This means with your weight on the outer side of the sole of your foot, **not the side of your foot itself.** Your toes and heels must be kept on the floor and your arch raised.

This must be watched very carefully as children can do damage to their feet if they do not walk correctly with the weight on the outer edge of their feet.

☐ Stand and pick up a marble under one foot and put it into a basket in front of you.

Pick up another one and continue to do so until you have put all the marbles in the basket.

Repeat with the other foot.

☐ Stand and pick up a marble under one foot and walk with it to the other end of the room. Let it go. Pick it up with the other foot and walk back.

Put it into a basket.

Children who have difficulty letting go will find it difficult to let a marble go as it is very small. Because of the bulk of the marble, many children will automatically turn their foot to walk on the outer edge so that the marble will not hurt them. Others will have to be carefully shown.

☐ Stand and pick up a marble with each foot.

Walk with them to the other end of the room and back, keeping your weight on the outer edge of the sole of your foot.

Put each marble back into the basket with each foot in turn.

☐ Stand and pick up two marbles under one foot and walk to the other end of the room. Let them both go.

Pick them up with the other foot and walk back.

Stand on one foot and put them back into the basket.

☐ Stand and pick up a marble under one foot and hop with it to the other end of the room.

Let it go.

Pick it up with the other foot and hop back.

Put the marble back into the basket with your foot.

☐ Make up different ways of moving equipment using the bottoms of both feet or holding it under one foot.

Put other parts of your body on the floor.

Move in different directions.

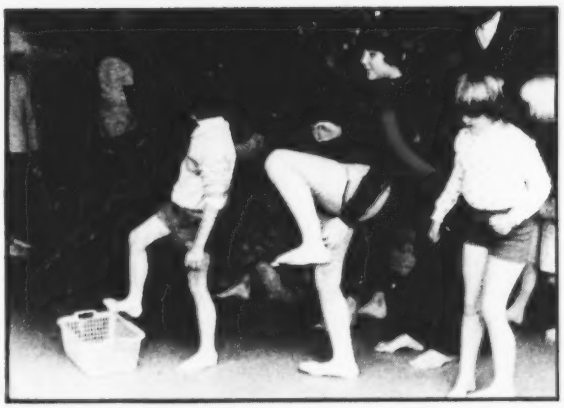
The children will offer a wealth of ideas. Watch for some new ideas and ask the class to try them. This will boost the confidence of the children involved.

With all the above activities, sequences can be devised to extend the more able.

MOBILISING THE ANKLES

☐ Sit on the floor with your legs out straight.

Bend your feet as far back as they will go to see the tops of your toes.



Balancing on one foot while putting a marble into the basket

Different ways of moving equipment holding it under one foot

Dropping a marble into a basket

Stretch them down as far as you can. *R

Some children will have difficulty working out that the ankles move and not the knees.

☐ Sit on the floor with your legs out straight.

Stretch one foot down while the other foot is bent back.

Change them many times.

☐ Lie down on your back with your legs out straight. You cannot see your feet so you have to think about them.

Stretch them down and bend them back.

Do this several times.

Stretch one foot down and bend the other foot back.

Change them many times.

☐ Lie down on the floor on your tummy with your legs bent up behind you.

You cannot see your feet so you have to think about them. Stretch them up to the ceiling and bend them back.

Do this several times.

Stretch one foot up to the ceiling and bend the other foot back.

Change them many times.

Opening the fingers and toes can also be done while lying on the back or the tummy.

☐ Sit on the floor with your legs out straight. Bend one leg up to rest. Bend and then stretch the other.*R

Change legs. *R

☐ Stand on one leg and hold the other one out in front of you.

Stretch this foot down and then bend it back. *R

Change legs. *R

Opening the fingers and toes can also be done while standing on one leg. This has the added experience of balancing on one leg.

☐ Stand on both legs, lift your heels off the ground and then put them down again. *R

Stand on both legs, leaving one foot flat on the ground while the other heel is raised. Change over. *R

Many of the above activities can be chosen to be used in lessons where the emphasis is on symmetrical and asymmetrical shapes.

☐ Sit on the floor with one leg out straight, and the other placed so that the foot is resting on the other knee. This will lift the foot from the ground.

Make a circle with your big toe going around in one direction and then make it go in the other direction.

Change feet. *R

If the children are old enough, they may understand the terms clockwise and anti-clockwise. Some children will not be able to turn their feet around at all and the teacher may have to turn their feet by guiding the big toes.

☐ Lie on the floor with your feet up in the air.

Keep your knees straight.

Make your feet go around in circles while they are up there.

Make them go around the other way.

☐ Lie on the floor with your feet up in the air.

Keep your knees straight. Make one foot go around in a circle just before the other so that one is always just a little ahead of the other. Straighten your legs and lower them slowly to the floor.

☐ Stand with your feet on a line. Shrink your feet back from the line by lifting up the arch of your foot, keeping your toes on the floor. *R

☐ Stand on both legs with your feet on a line.

Shrink one foot back from the line.

Relax it and shrink the other one back. *R

Be sure to keep your toes on the floor all the time.

☐ Go for a walk around the room high up on your toes.

Walk around on your heels.

Move on the outer edges of your feet.

Other activities

☐ It is fun to see if you can pick up a pencil with your toes.

Lie it down on the floor with the lead end towards your little toes. Place a piece of paper by your feet.

Open your toes and shut them so that the pencil is lifted up.

Turn your foot so that the lead is on the paper and see if you can make some marks on it.

Do the same with the other foot. You might even be able to write your name.

☐ Sit on the floor beside a partner with your legs out in front of you.

Pick up a beanbag with the toes of your outside foot and throw it across the other leg for your partner to catch.

Your partner will throw it back to you with his outside foot. *R

Turn to face the other way and repeat the activity, using the other foot.

☐ Sit beside a partner with your legs out straight.

Pick up a beanbag with the toes of your inside foot and throw it away from your other leg for your partner to catch.

Your partner will throw it back to you with his inside foot. *R

Both turn to face the other way and repeat the activity, using the other leg.

This can also be done by holding a beanbag or a ball between both feet.

☐ Lie on the floor head to head with your partner.

Hold a tennis ball in your hand and sit up to put it in between the bottoms of both feet.

Lie down again and lift your feet up over your head to place the ball in your partner's hands.

Lower your feet slowly and be ready to take the ball from your partner's feet when he repeats the activity. *R

If the above directions are followed the tummy muscles will benefit from the activity, as well as the foot muscles. Unless the directions are stressed, the children can perform the activity by lying down as they raise their feet and by sitting up as they lower their feet which will minimise the benefit to the tummy muscles.

☐ Lie on the floor beside your partner and put a beanbag between your feet.

Lift the beanbag with your feet and put it over onto your partner's feet.

Your partner now lifts it over to your feet. *R

It is tiring as you have to lift your head as well as your feet.

Change sides so that you repeat it moving to the other side.

☐ Lie on the floor beside your partner, but with your feet near your partner's head and your head near your partner's feet.

Lift the beanbag with your feet to put it onto your partner's feet by curling up and turning sideways.

Your partner now lifts it over to your feet. *R

Sit up and turn around the other way so that you will be turning to the other side. *R

☐ Stand up and pick up a beanbag with one foot.

Throw it forward and back over your head or one shoulder. *R

Repeat with the other foot.

☐ Stand up and pick up a beanbag with one foot.

Throw it backward and then forward over your head or one shoulder. *R

Repeat with the other foot.

☐ Sit on the floor holding a quoit between the bottoms of both feet.

Sit in front of a quoit peg and put the quoit on it. *R

Move back and throw it on the peg. *R

Shaking a hand and a foot

Class Activity

The teaching of basic skills to many children with learning problems may prove a difficult task. Rhythm may be affected. Co-ordination is a free-flowing, rhythmical movement involving several parts of the body at the same time. Again, the activities must be broken down into integral parts and a free rhythm established, using each required body part separately, and put together again step by step. The following pages show just how this can be done.

SKIPPING

Skipping is a very enjoyable activity, but is very complicated. Once mastered, it provides advanced co-ordination, small motor movements, rhythm and timing, and is invaluable as a heart and lung developer. Many children with learning problems are clumsy and poorly co-ordinated. Rhythm may be affected. Skipping is a free-flowing rhythmical movement involving several parts of the body at the same time. For many children, skipping must be broken down into integral parts, and a free rhythm established, using each required body part separately, and finally put together again step by step to produce the finished activity. In this way, the children are offered a positive approach or something they can immediately master without failure. Severely handicapped children may take several years to master skipping by themselves. Some children will never reach the desired goal of learning to skip in a rope turned by themselves, but they should at least be taken through the steps to achieve as much as they are able. They may find enjoyment and contentment in merely turning a rope for another child to skip in. Less handicapped children may not need to be given all the early steps.

☐ Run around the room and on stop, stay where you are. *R

Go for a walk around the room and on stop stay where you are. *R

Keep your feet together and jump around the room. Stop. *R

☐ Run around the room between hoops scattered around the floor. On stop, go to the nearest hoop and sit in it with your legs crossed.

Walk around the room between the hoops and on stop, go to the nearest hoop and sit in it with your legs crossed.

Repeat the activity jumping between the hoops.

On stop, sit in the hoop with your legs crossed.

☐ Run around the room between hoops and on stop, go to the nearest hoop and jump up and down in it.

Jump up and down inside the hoop and outside the hoop.

Jump 'one-two' inside the hoop and then 'one-two' outside the hoop.

Do this many times until you can do it easily.

This is the way to develop the rhythm needed for skipping. Handicapped children find this very difficult. This is not yet the correct rhythm. This is developed in the next activity.

☐ Stand inside a hoop with your feet near the edge of it.

Jump forward over the edge of it to the outside and then do another little jump on the spot. Turn around and jump back into the hoop with the extra little jump inside the hoop. *R

This jump must be given lots of practice. It can be repeated over a beanbag, a band, a rope or a stick.

☐ Stand in a hoop with your feet near the edge of it.

Jump forward over the edge to the outside and do another little jump on the spot.

Without turning around, jump backward into the hoop again and do the extra little jump inside the hoop.

Repeat these jumps until you get tired.

Jumping 1 - 2 forward and back over a hoop

☐ Stand in a hoop with your feet at the side of the hoop.

Jump sideways over the edge to the outside and then do another little jump on the spot.

Jump back into the hoop sideways and give another little jump inside the hoop. Repeat these jumps until you get tired.

Repeat these jumps over a beanbag, a band, a rope or a stick.

☐ Stand in a hoop with your feet at the side of the hoop.

Jump sideways over the edge to the outside and, as you do another little jump, move forward around the hoop.

Jump back into the hoop sideways and give another little jump, turning a little as you do. In this way you will work your way around the hoop to where you began.

Turn around and jump, working around the other way.

This continuity can also be achieved by standing beside a rope which has been stretched out on the floor. When the children have reached the end, they can either turn around and repeat the performance forward or jump backward to the beginning of the rope.

At the same time as the jumping rhythm is being established, the hands are taught what to do.

☐ Stand holding a hoop in front of you with your hands on the top of it and the bottom of it near your feet.

Put one foot through the hoop and then the other and turn it over your head until it is in the position to begin again.

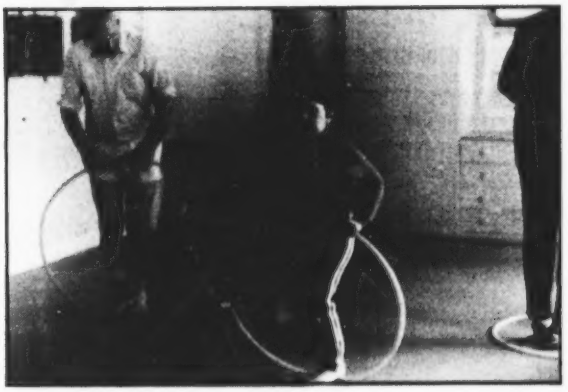
Walk forward as you continue to do this, keeping your hoop moving all the time. *R

☐ When you are able to jump 'one-two' over the hoop lying on the floor, stand with it in front of you with your hands on top of it and the bottom of it near your feet.

Jump both feet through it to the other side and then do another little jump on the spot.

Turn the hoop over your head until it is in position to repeat the activity.

As you get quicker you will not have to stop in between, and you will be skipping. *R



Stepping into a hoop

The skip has now been established in a hoop, but it is more difficult to master it in a rope, which has to be kept in a half-circular shape to enable a child to jump it. This involves a movement of the wrists.

☐ Stand facing a partner, each holding one end of a rope. One of you hold the rope with your right hand and turn it anti-clockwise. The other hold it with your left hand and turn it clockwise.

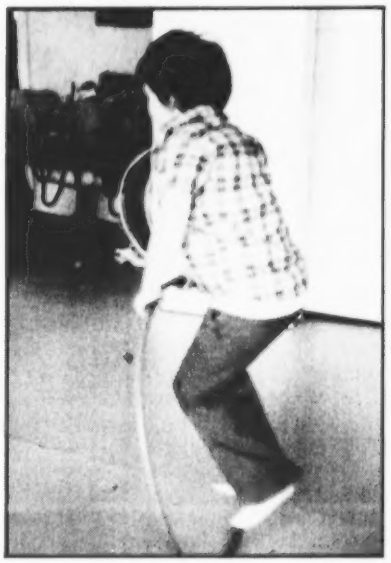
Practise this and change hands as well as direction. *R

These directions are important because when the child learns to skip, turning for himself, the hands are placed at the side, turning forward. By turning the rope in front of him the child can see his own movements. The elbow needs to be bent and the wrist free and flexible. This is a small motor movement, and is used instead of the gross motor movement, which boys, in particular, often use when they make the mistake of rotating their arms from the shoulder. When this happens the rope is flopped to the floor and it cannot be continued in a circle under the feet and up over the head again.

When the rope is turned by two people for a third person to skip in, the timing is felt by the hands, and the required rhythm is established before the child practises alone.

☐ Stand in a rope turned by two others. As they turn it see if you can jump 'one-two' over it. *R

While the child is learning to skip in a rope turned by others, it is necessary that one of the turners be an adult who is able to alter the timing to suit the child's rhythm. Sometimes the child will wander right along the rope as he skips and be very near one of the turners. When this happens the turner will have to bend very low to the floor in order to pass the rope under the child's feet, making an exaggerated movement in order to pass the rope over his head.



Jumping into a hoop

☐ When you can skip to ten, run out, keeping very near to the turner at the other end. By doing this you will not be hit by the rope.

☐ Stand by me and I will give you a little push when it is time to run into the rope. Listen to it first as it talks to you. Each time it hits the ground it says, 'In, in, in,' and that is when you go in. When you get in, start to jump 'one-two'.

When you have skipped to ten run out near the turner at the other end.

Many children are very frightened of the rope when they are waiting to go in. This fear is eliminated if the child stands very close to the turner as described above.

The children must be carefully shown how to run out against the turn of the rope. If a child is facing a turner and the rope is being turned clockwise by him, the child must run out to his left as the rope is moving over to his right, and would catch him if he went out that way.

One of the turners should be a child who must be encouraged to turn with the recessive hand across the body. This will ensure that this hand will have some practice because when left to their own choice, children will use the dominant hand. As skipping by oneself involves the use of both hands to turn the rope, this practice is important. Be sure to correct excessive movement from the shoulder. It is often necessary for someone to turn with the child to help him to master the correct action.

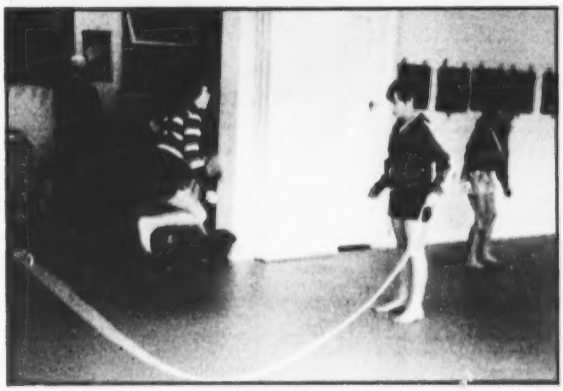
☐ Hold both ends of a rope by yourself with the rope behind your feet.

Keep your hands at your side and your elbows bent. With quick movements of your hands, bring the rope over your head to be in front of your feet and jump over it with a 'one-two' rhythm. This second jump allows time for the rope to go over your head once more and be in front of your feet again ready to skip. This will need plenty of practice.

When you have mastered skipping you will learn a variety of different ways of doing it and will enjoy playing with your friends.

An incorrect turning arm

This is a better position



Skipping at last

PLAYING WITH HOOPS

Making simple sequences

Scatter hoops over the floor.

☐ Run around the room between the hoops.

On stop, go to the nearest hoop and sit in it with your legs crossed. *R

Some children will find this quite a complicated sequence to remember and may need help.

☐ Walk around the room between the hoops.

On stop, go to the nearest hoop and sit in it with your legs crossed.

Stand up and jump around the room.

On stop, sit in a hoop with your legs crossed. *R

The children may be asked to move around the room in different ways, skipping, hopping, jumping, or on all fours.

☐ Move around the room between the hoops any way you like.

On stop, go to the nearest hoop and jump up and down in it. *R

Move around the room between the hoops any way you like.

On stop, go to the nearest hoop and make a curled up shape in it.

Repeat the activity being stretched or wide.

Running in a circle

Autistic children find this very difficult.

☐ Arrange the hoops in a circle.

Stand on the outside of the hoops and run around the circle of hoops.

On stop, go to the nearest hoop. *R

Turn and run in the other direction.

On stop, go to the nearest hoop. *R

☐ Sit in a hoop. This is your hoop for the game.

On go, stand up and run around the outside of the hoops until you come to your own hoop. *R

Run in the other direction around

the hoops and back to your own hoop. *R

☐ Sit in a hoop with your legs crossed.

When your name is called, stand and run around the outside of the circle and back to sit in your own hoop.

Wait while the other children have a turn, but listen because your name will be called again. *R

Run in the other direction when your name is called. *R

☐ Sit in a hoop with your legs crossed. Two or three names will be called at the same time.

Stand up, keeping your legs crossed, and run around the outside of the circle.

Sit back in your own hoop and cross your legs. *R

Run in the other direction when your name is called again. *R

This activity can be used as a race, but with most poorly co-ordinated children it is better to praise those who remember to stand up keeping their legs crossed, those who are running softly on their toes, those who can find their own hoop and those who sit down and remember to cross their legs rather than just the winner. This is an activity to help with sequential memory training.

☐ Sit in a circle with your legs crossed.

Look to see who is sitting beside you.

When two or three names are called, stand up keeping your legs crossed, run around the outside of the circle, find your space and sit with your legs crossed. *R

Run in the other direction around the circle when your name is called. *R

The right and left game

☐ Sit in a circle with your legs crossed.

I am going to give each of you a number up to three. Remember that number.

Number one, put your right hand up in the air and point to the person on your right. This is the way you are to run around the outside of the circle. Number two, put your right hand up and point to the right.

Number three do the same. I am going to say 'To the right . . . number one . . . run'.

The ones stand up, keeping your legs crossed and run around the outside

Standing up keeping the legs crossed

Running quickly on their toes

Finding his own space to sit down

of the circle to the right.

Find your space and sit down with your legs crossed.

'To the right . . . number two . . . run.'

Run softly on your toes and you will find you will run more quickly.

Find your space and quickly sit down and cross your legs.

Number three will now do the same thing.

Repeat, running to the right for several turns or even for the duration of the game when it is first introduced. Do not call the numbers in order.

☐ This time, you are going to run to the left.

☐ Now that you know which way is right and which way is left, I am going to call right or left before I say which number I want to run. I will say 'To the right' and then, before I call the number, I will pause to give you time to think.

Practise this, calling the numbers in order first before mixing them up. This game is enjoyed by all primary school children.

The introduction of pathways using hoops

A pathway is the pattern made by the body or parts of the body moving on or around equipment, or in space.

☐ Choose a partner and one of you hold the hoop in front of you, putting one hand on top of the hoop to keep it from rising from the floor.

Put the other hand on the side of it to stop it from rolling away.

The other run through the hoop and then straight on and turn around and run through again.

Do this several times and then change over with your partner.

This is a straight pathway.

☐ Choose a partner and one of you hold the hoop in front of you.

The other run through the hoop and go around one end of it. Do this several times and then change over with your partner.

This is a circular pathway.

☐ Choose a partner and one of you hold the hoop in front of you.

The other one run through the hoop and go around one end of it, through the hoop again and around the other end of it.

You have made a figure-of-eight.

Do two more figures-of-eight and change over with your partner.

This activity can be developed into a race. To do this, the children who are running first must stand right beside the ones holding the hoop, otherwise some children will start halfway through the hoop and it will not be a fair beginning. When the figure-of-eight has been completed, the runner must finish standing beside the person holding the hoop. If three figures are asked for, the same rule must apply before the partners change. On the completion of the race, after the runner has completed the number of figures-of-eight, the children can be given various ways of finishing the race. They can sit back to back in the hoop or side by side. Different ways will keep the children alert. It is always important that the children know how to finish. Many races have been lost on a sports day when children have not finished correctly, and a team has lost points.

☐ Choose a partner and one of you hold the hoop level with the floor, about 30cm above it. The hoop must not be moved. You will find it easier to hold if you sit down with your legs crossed, leaning your elbows on your knees. This will help you to hold the hoop quite steady. You will have to be very careful not to lift the hoop as your partner goes underneath it.

The other step into the hoop and climb down in order to get out from under it.

Do this four times, each time moving under it in a different way. You might come out on your tummy either with your head or feet first. You may come out on your back with either your head or feet first.

Change places with each other.

☐ Choose a partner and one of you hold the hoop level with the ground, about 30cm above it.

The other, find a way to move underneath the hoop, to come up through it and step out over the top or jump out. If you jump out of it, be sure to bend your knees as you land.

Do this in four different ways, remembering to move on your tummy, head and feet first, and on your back, head and feet first.

The above activities show the application of curly pathways to the hoop and give emphasis to going over, in, under and out, and in the latter to going under, up, over and out.

Other activities

☐ Skip in a hoop (see Skipping, 2.9).

☐ Spin a hoop by holding it in front of you with the bottom of it on the ground.

Put your hand on top of the hoop and spin it by giving your hand a quick twist.

☐ Bowl a hoop by holding it with one hand on the top of it to steady it, while the other hand holds it at the side ready to push it.

☐ Roll a hoop so that it will return to you. As you throw it forward, flick your wrist back to draw it back towards you.

☐ Twist a hoop around your waist by standing with your feet apart and the hoop held at waist height.

Give it a big twist one way with both hands. Keep the hoop twisting by moving your body sideways or forward and back.

☐ Choose a partner and stand together with a hoop in a large circle.

The partner who is going to hold the hoop must have his back to the middle of the circle, while the other stands ready to run through the hoops when the teacher says 'Go'.

The hoops arranged in this way will form a tunnel through which you can run to get right back to your place again.

Finish by standing on the outside circle holding your own hoop and looking at your partner.

Change over and see if your partner can run quickly through the tunnel of hoops and back to hold the hoop with you.

This can be developed into a race.

JUMPING AND LANDING

Once children are safely on equipment it must be ensured that they can return safely to the ground. They can, of course, come off from different parts of the body. A climb down from the tummy makes sure that the feet will reach the ground safely before the hands need to be released, if the equipment is not too high.

A slither from the bottom feels safe too, as the child is not as high up as in a standing position and can see where he is going. A jump is the most common departure from equipment, but it must be followed by a landing with bent knees, to prevent jarring of the spine. This must be practised in order to become automatic. This precaution is particularly necessary with children who are poorly co-ordinated.

☐ Stand on a low stool or the buck.

Jump onto the mat and bend your knees.

Jumping with a child

It is sometimes necessary for the teacher to stand behind the child, lift him and jump with him in order to help him to land with knees bent. The child's knees are bent with the teacher's as they both land on the mat. Soon the child will be able to jump with the teacher standing in front of him, holding both of his hands. As he lands the teacher must move back and lower her hands with his as he is encouraged to bend his knees.

☐ Stand on the vaulting box on its medium legs.

Jump from the box from both feet at the same time in order to keep your balance and land on the mat with bent knees. *R

☐ Stand on the vaulting box on its high legs.

Jump onto the mat from both feet at the same time and bend your knees. *R

As confidence grows, the teacher may stand to one side and only hold one hand, always bending with the child as he bends his knees.

Cardboard boxes or stacking baskets can be used simultaneously for more practice of knee-bending. Boxes of various heights and widths can be used. A child with little or no spring, can be encouraged to step over the basket from one foot to the other. Difficulty is sometimes experienced when children put one foot on top of the basket, treating it as a step instead of stepping right over it. Usually the dominant leg leads the way. The other leg can be encouraged too. Gradually the transfer from one leg to the other becomes a leap, followed by a run forward.

☐ Stand back from a basket one behind the other.

Run and jump the basket, taking off from one foot and landing on the other. Run to the other end of the room and wait until everyone in your line has had a turn. When there is no-one left at the other end repeat the activity.

When you have practised this many times think about which feet you are using and see if you can change them. This will make you think hard, as we usually have one leg which we prefer to use without much thought. *R

☐ Stand back from a basket, one behind the other.

Run and jump the basket from one foot and land on both, bending both knees as you do so, while sitting your bottom on your heels.

Balance in that position for a little while.

This will take a little longer to do than the other activity so the next child in the line must wait a little longer for a turn.

While you are in this position, put your feet a little apart to give a bigger base on which to balance.

They should be facing straight forward, your knees should also be slightly apart and facing straight forward.

Two hands are needed

A helping hand is needed

Take off from one foot and land on the other

Bending at the knees to land

Practise this several times.

Take off from the other foot and land on both feet. You will have to think about this more carefully. *R

☐ Stand back from the basket, run up to it and jump with both feet together before going over the basket.

Land on both feet and run on ready to line up for another turn. *R

The above jumps can be done over a cane stick held by a partner, or over a rope held by two partners. Two or three ropes held across the room, one behind the other, will give the experience of jumping them in succession. Once a child can differentiate between

right and left, the above activities can be repeated by taking off from the left foot and landing either on the right foot or on both feet. This is the most natural way for right-handers to jump, with the right foot going over the box, rope or stick first. A take-off from the right foot to land on either the left foot or both feet needs more concentration and is sometimes found very difficult.

A twist can be added during the jump so that the child finishes facing the other way.

Once a leap over the basket has been established with plenty of spring, a form or low vaulting box can be used for the children to step onto, either with the right or left foot. They can push with that foot, gather height by doing so and land on the opposite foot to run on, or to land on both feet with knees bent. Because of the added height, more control will be needed for the landing. When coming off high equipment, a landing followed by a forward roll is required as a safety precaution against jarring the spine or hurting oneself. Special care should be given to this procedure when teaching handicapped children.

BALL SKILLS

Ball skills have been analysed under three headings:

- eye-hand co-ordination and catching
- underarm and overarm throwing
- retrieving.

However, the activities given to the children are not necessarily divided rigidly in this way.

Eye-hand co-ordination in catching

What exactly is eye-hand co-ordination? It is doing with the hand that which the eye perceives needs doing. In early babyhood, the hand leads the way and the eye follows. As the child grows, there is a change-over; the eye sees what is to be done, and the hand follows. This is essential when catching a ball. It is futile to stand a child up and expect him to be able to catch a ball before eye-hand co-ordination has been established.

A large inflatable ball in a nylon mesh bag is suspended from the ceiling to face height.

☐ Stand close to the ball and hit it with both hands. If you do not watch it as it swings back, it will hit you lightly on the nose.

Hit it ten times with both hands, ten times with one hand and then ten times with the other hand.

Hit it ten times alternately with one hand and then the other.

Hit it sideways with one hand and then the other.

Very handicapped children will take a long time to master each of these activities and so the teacher must be satisfied with very slow progression, but each one must be achieved before the next is introduced.

A heavier, smaller plastic ball in a nylon mesh bag is suspended from the ceiling to chest height.

☐ Stand back from the ball, hold it in both hands, push it forward, and push it again as it swings back to you.

Push it ten times with both hands, ten times with one hand and then ten times with the other hand.

A hit with one hand

Push it ten times alternately with one hand and then the other.

Push it and catch it as it swings back to you again.

Practise doing this until you do not miss it at all.

A push is mentioned here as it is easier than hitting a ball of this size, which is also heavier. The term 'push' should have been taught by now (see Push and Pull, 2.7).

This push will give a better action to catching and throwing in future activities than hitting.

A tennis ball in a mesh bag, or attached in some way to a rope, is suspended from the ceiling to chest height.

Catching a suspended tennis ball

☐ Stand back from the ball, hold it in both hands and push it away.

As it swings back to you push it again. Push it ten times with both hands, ten times with one hand and ten times with the other hand.

Push it ten times alternately with one hand and then the other.

☐ Push it with one hand and, as it swings back to you, catch it with both hands. Practise this ten times.

Push it with the other hand and catch it with both, ten times.

☐ Push it with one hand and catch it with the same hand.

Push it with the other hand and catch it with that same hand. *R

☐ Practise pushing the ball with one hand and catching it with the other.

Change hands. *R

A catch has now been established in a positive way, while the ball is suspended from the ceiling. Many handicapped children will not have reached this level of performance, but the important thing is that they have been given an opportunity to try.

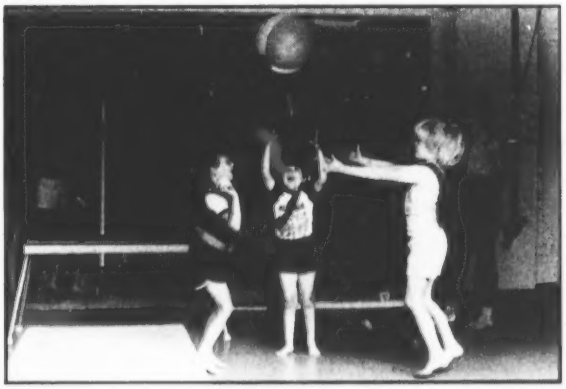
A tennis ball in a mesh bag or attached in some way to a rope, is suspended from the ceiling to hip height.

☐ Hold a bat in one hand, making sure that all your fingers are together on one side, with the thumb on the other. This is like gripping a hammer.

Stand back from the ball, hold it in one hand and hit it with the bat. As it swings back try to hit it again.

This activity can be developed into a game of 'Bumble puppy' or 'Totem tennis' (see Small Equipment, 1.3). 'Totem tennis' is very fast for handicapped children; 'Bumble puppy is more suitable.

If some children find it difficult to project the tennis ball around in a circle after the forward and backward swing of the ball suspended from the ceiling, a large inflatable ball can be tied onto the 'Bumble puppy' pole. A child can then be taught to hit it around the pole with two hands. This latter activity is called 'Tether ball' and is easier to master at first than the tennis ball and bat. This activity can be expanded to a game with a partner, one hitting the ball one way around the post and the other hitting it the other way to see who can wrap the rope right around the post.



Underarm throwing to the ceiling. Note the incorrect action of the child on the left

Bouncing the ball

A large inflatable ball in a nylon mesh bag is suspended from the ceiling and left to lie on the floor.

☐ Hold the ball in both hands and push it to the floor. It may bounce up again. This action will be called bouncing a ball.

Practise it many times and see if you can catch it as it comes up.

While the ball is attached to the cord it will not roll away, and frustration is minimised.

A free ball not attached to a cord is given to each child.

☐ Hold the ball in both hands, throw it up to the ceiling and let it bounce on the floor.

Do it many times and watch it very carefully to see if you can catch it after it has bounced.

Run after it and throw it again. *R

Throwing the ball to the ceiling before letting it bounce on the floor, gives more time to establish eye-hand co-ordination before it is caught.

☐ Hold a large inflatable ball in both hands and push it to the floor. Push it hard enough for it to come up to say 'hello' to you. Do not lean down to catch it, but keep your back straight.*R

Care must be taken to see that the children do not just drop the ball, but push it hard enough for it to come up to chest height where it is in the correct position to be caught.

A smaller heavier plastic ball can be used for the above activities, still using two hands.

☐ Hold a beanbag in one hand and throw it up to hit the ceiling, letting it fall to the floor. *R

Pick it up and with the other hand, try to throw it up to hit the ceiling. *R This is an underarm throw. It is called this because, as you swing your arm, the beanbag is underneath it.

☐ Try to catch the beanbag as it falls from the ceiling. *R

☐ Hold a tennis ball in one hand and throw it underarm to hit the ceiling.

Let it bounce on the floor, and as it rises, try to catch it. You will have to watch it very carefully all the time to do this. If you miss it, chase it and try again. *R

Now give the other hand a turn. *R

☐ Hold a tennis ball in one hand and bounce it on the ground in front of you.

Watch it very carefully and catch it as it comes up to say 'hello'. Use two hands, and, as you get better at catching, put one hand underneath the ball and see if it will fall into your hand. This is called cupping your hands under it. *R

Use the other hand. *R

☐ Bounce a tennis ball with one hand and catch it with the same one, cupped underneath it. *R

Do it with the other hand. *R

☐ Bounce a tennis ball and try to catch it by grabbing it from the top. *R

Do it with the other hand. *R

☐ Bounce it with one hand and try to grab it with the other. *R

Change hands. *R

Both hands are encouraged, as the recessive hand is used to bounce a ball when a bat is held in the dominant hand or when hitting up for tennis.

☐ Hold a tennis ball in one hand and, as you bounce it, walk forward and catch it. You will have to bounce

it out a little further than when you stand still to catch it. *R

A forward momentum used here is necessary when children learn to bounce the ball to one another.

☐ Bounce the ball in front of you and hit it to the ground again without catching it.

See how many times you can hit it with one hand before it stops.

See if the other hand can hit it as many times or even more.

Bounce the ball in front of you and hit it to the ground again with one hand and then with the other.

Count how many times you can do this before the ball drops, and try to beat your own score.

In this way the children are competing against themselves, not another child, which is important for building up their confidence.

☐ Move around the room as you bounce and hit the ball counting as you move. Try to beat your own score.

Ball skills are now developed enough for the children to play with a partner. Give each pair of children an inflatable ball.

☐ Stand facing a partner and bounce the ball to each other. Your bounce must be straight so that your partner can catch it easily. To be ready to play with a friend, you must be able to catch as well as bounce nicely, otherwise your partner will not want to play with you.

Be very careful not to bounce the ball too hard, but hard enough so that it will come up and say 'hello' to your partner.

Watch the ball very carefully when your partner bounces it back to you. *R

Smaller balls can be introduced as the children progress. Balls of different sizes may be used in the same class if the children are at different stages of development.

Bouncing is practised before throwing in order to give the children more time to watch the ball.

Retrieving must be done by the children themselves.

Give each pair of children a large, inflatable ball.

☐ Stand facing a partner, holding the ball and throw it underarm to your partner using both hands to throw and catch. *R

The ultimate catch

A hit with the right hand while running forward

☐ Give each pair of children a beanbag.

Stand facing a partner, holding the beanbag in one hand.

Throw it underarm to your partner. *R

Give your other hand a turn too. *R

A beanbag is used before a small ball because it will not roll away and time is saved in retrieving.

Give each pair of children a tennis ball.

☐ Stand facing a partner holding the tennis ball in one hand and throw underarm to each other. You may catch it with both hands or in one.

Change hands and throw with the

Practise throwing and catching with the same hand.

Change hands. *R

Once the children have learned to catch the ball with one hand and also how to grab the ball from above after it has been bounced, many activities can be introduced for variety and practice. The recessive hand is used as well as the dominant one.

Marking the ball

The inflatable ball can be suspended high up so that the children have to leap up to touch it. Jumping over baskets must first of all be practised (see Jumping and Landing, 2.9).

☐ Stand back from a ball suspended from the ceiling, One behind the other.

Run from one end of the room to the other, jumping to hit the ball with one hand as you pass it.

Line up at the other end of the room and run back, hitting the ball again.

Practise this many times and then change hands.

Jump to hit the ball with both hands. You will have to jump a little higher to do this as the whole body is lifted a little more. *R

Once laterality has been established, the right hand or the left can be stipulated. When the children hit the ball with two hands it may have to be lowered a little for them.

The inflatable ball can be suspended from the ceiling by elastic.

☐ Stand back from the ball suspended from the ceiling, one behind the other.

Run from one end of the room to the other, jump to catch the ball with both hands and pull it down to your chest to mark it.

Let it go, run on to the other end of the room and wait for another turn.

Marking the ball and jumping baskets

Place a basket underneath a suspended ball.

☐ Stand back from the ball suspended from the ceiling which now has a

basket under it for you to jump over.

Using whichever hand you like, run to hit the ball and at the same time jump the box, using whichever foot you like.

When you have practised this and have mastered it, see if you can change your hand and your foot.

This time, as you jump over the basket, hit the ball with both hands and land on both feet, bending your knees so that you are sitting on your heels.

Stop; hold that position for a while before you stand and move on to the other end of the room. *R

With an advanced class, the hand and foot can be stipulated:
Right hand – right foot.
Left hand – left foot
Right hand – left foot
Left hand – right foot
This activity is particularly good for co-ordination.

Kicking the ball
(Eye-foot co-ordination)

☐ Stand just behind an inflatable ball suspended from the ceiling, but lowered so that it is sitting on the floor.

Kick the ball as hard as you can with one foot.

Practise this many times and then change feet. Each time the ball returns to the floor it will flop in front of you ready for the next kick.

Kick the ball with one foot and then the other. If you kick it hard enough it may hit the ceiling and you can score a goal. *R

☐ Stand just behind the inflatable ball suspended from the ceiling, but lowered so that it swings just above the floor.

Kick the ball as hard as you can with one foot. As it comes back, it will swing towards you and you may like to move back a little for the next kick. In this way the ball can be kept in motion all the time. *R

Now do it with the other foot.*R

Kick the ball with one foot and then the other, keeping the ball in motion all the time. Each time the ball hits the ceiling you can score a goal. *R

The children can now be given an inflatable ball of their own which is not suspended from the ceiling and they can kick it freely around the room using alternate feet, Eye-foot co-ordination has now been established.

THROWING

Underarm throwing

Underarm throwing is used inside for games and activities and outside for close-up catches.

The children are given an inflatable ball for free play (see Ball Skills, 2.9).

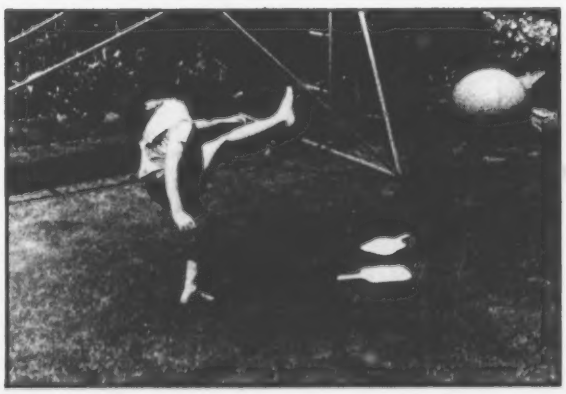
☐ Hold the ball in both hands and throw it up as hard as you can to hit the ceiling. When it has bounced on the floor, retrieve it and play again. When you have practised it many times, you may throw it straight enough for it to bounce on the floor where you can try to catch it. When you throw the ball like this with both hands to the ceiling, the ball is swinging under your arms and this is called underarm throwing.

Throw it up and catch it before it lands on the floor. *R

Marking the ball while jumping a basket

The right hand and the right leg

It's still here



A good kick – the ball has gone

Give each child a beanbag.

☐ Practise throwing the beanbag up to the ceiling.

Use one hand and then the other. *R

Give each child a tennis ball.

☐ Hold a tennis ball in one hand and throw it underarm to the ceiling. As it hits the floor it will bounce up for you to catch if you have thrown it up very straight. If not you will have to run and retrieve it and practise it again many times. *R

Throw it up with the other hand. *R

The recessive hand as well as the dominant one, is encouraged for underarm throwing to the ceiling. When serving in tennis, the recessive hand throws the ball up into the air to be hit with a racquet. Many serves are ruined by an incorrect throw-up.

☐ Give each child a beanbag.

Hold a beanbag in one hand and stand with your feet outside a hoop but very close to the edge of it.

Throw the beanbag underarm to the ceiling and see if it will fall back into your hoop. This will score one point. If it lands on the edge of your hoop you can score one point as well.

When you have scored six points throwing up with one hand, see if you can score six points using the other hand. You may find this takes a little longer because your second hand is not quite as good as your first, but by trying to reach the same score as you achieved with your other hand, you are giving it a lot of practice, which is what it needs.

If the children's throws are inaccurate every time, it is a good idea to suggest that they throw up a certain number of times with each hand or use alternate hands. This will save frustration. Many of them will become frustrated very easily and this must be watched as it will hamper their development of confidence.

☐ Give each child a tennis ball.

Hold a tennis ball in one hand and stand with your feet outside a hoop, but very close to the edge of it.

Throw the ball underarm to hit the ceiling and see if it will bounce back into the hoop and come up for you to catch.

You can make up a game, either by counting the number of throws you do with each hand, or the number of times the ball lands in the hoop.

Throw the ball up using alternate hands, and count how many times you can catch the ball after it has bounced in the hoop.

Some children find it very difficult to throw a ball hard enough for it to reach the ceiling. These children can be encouraged to roll a ball along the ground, using both hands. When they have mastered this, they can be given a target to aim for. A large inflatable clown is useful for this purpose as it wobbles when hit, which will give many handicapped children incentive to try again. This is particularly necessary when teaching autistic children. A one-handed throw can be developed from both the above ways of throwing, by changing the direction of the throw.

☐ Stand in front of an inflatable clown.

Hold an inflatable ball with both hands and roll it along the ground to hit the clown. It will wobble.

Practise this many times, getting further back from the clown as you are successful with your roll.

☐ Stand back from a skittle.

Hold an inflatable ball with both hands and roll it to hit the skittle. If you are successful with your roll, you will need to stand your skittle up in order to try again.

☐ Stand back from a skittle.

Hold a tennis ball in one hand and roll it to knock over the skittle. If you are successful with your roll, you will need to stand your skittle up in order to try again after retrieving your ball.

Practise with one hand and then the other.

When the child has mastered the skill using one skittle, three can be introduced and, ultimately, ten. This activity will prepare children to play Ten Pin Bowls one day.

The activity may now be altered, the roll being lifted to a throw, aiming at a clown or throwing into a basket.

☐ Place a basket on a chair.

Stand in front of the basket on the chair.

Hold a beanbag in one hand, throw underarm and try to get the beanbag into the basket.

Practise this until you succeed and then use the other hand.

This is the height at which an underarm throw would be delivered to another child. This is an important point to remember when teaching handicapped children.

☐ Stand in front of an inflatable clown.

Hold a beanbag in one hand and throw underarm to hit the clown and make it wobble.

Practise with one hand and then the other.

☐ Stand in front of a wall, holding a ball in one hand. Throw it underarm to hit the wall. As it rebounds try to catch it.

Throw the ball with the other hand.

You can play a game by counting how many you throw with one hand and throw as many with the other, or you can count how many catches you make with one hand and see if you can make the same number with the other.

The child is now ready to bounce a ball to a partner. The inflatable ball is a good size with which to begin. By bouncing the ball, the child is given longer to make eye contact with the ball in order to catch it.

Overarm throwing

Overarm throwing is used for hard and long-distance throwing. In order to make it easy for children to differentiate between them, they are first of all taught that an overarm throw is sent down to the floor. Autistic children however, respond more positively to the introduction of an inflatable clown which wobbles when hit. The wobble provides incentive for them to retrieve the ball or beanbag and to try to hit it again. A beanbag is suggested to begin with as it does not fall far away and makes retrieving less frustrating. Either hand can be used to start with, until the dominant one is found. Overarm throwing is one activity which is very difficult to do with the recessive hand.

As the child gains more power with practice, he must be made more conscious of the correct footwork. If a child is right-handed, the right foot is placed back. If left, likewise the left foot. This enables more body movement, which produces more power from the whole body and a strong follow-through.

The action of the throw has a round pathway as opposed to the wood-chopping action in which the hand is taken straight up and straight forward

(straight pathway), with power only from the arm. In the overarm throw, the weight is transferred to the back foot as the hand is carried back and the arm is bent. Then with a circular motion, the beanbag is brought forward as the weight is transferred to the front foot and the beanbag is directed downward. This is an over-emphasis of the shape of the throw, but it helps to overcome the wood-chopping action. As the direction of the throw changes to a forward one, the pathway of the arm is reduced considerably to a flattish one, but with emphasis on the power coming from the whole body by the use of the feet.

☐ Hold a beanbag in one hand and throw it as hard as you can to hit the floor. *R

Change hands and do it again. *R

☐ Hold a beanbag in one hand and put your opposite foot forward so that you can turn your body a little as you throw to the floor. This will give you more force from your body instead of just your arm. *R

☐ Hold a beanbag in one hand and put your opposite foot forward as you throw to the floor. As you swing your arm, say to yourself, down, around, and over. As your arm comes around it bends at the elbow for a rest and comes over with full strength as you take your weight on your front foot. *R

☐ Hold a beanbag in the other hand, put your other foot forward and repeat the action of the overarm throw to the floor. This you will find very difficult to do, but it will show you are thinking. *R

☐ Hold a beanbag in one hand and stand back from a clown placed on a chair. This is the height at which you would throw the ball overarm to a partner. Score a point every time you make the clown wobble. When you have made him wobble several times, use your other hand. Remember to put your other foot forward. *R

☐ Hold a soft foam ball in one hand and stand back from a window. If a target is drawn on the window or attached outside you can aim at it. Practise using each hand. *R

☐ Hold a suction dart in one hand and aim it at a target on a window.

A target drawn on a large piece of plastic covering a wall, is also useful for aiming practice. *R (Small Equipment, 1.3)

☐ Hold a tennis ball in one hand and face an outside wall.

Throw the ball overarm at the wall. It will return to you very quickly so be sure to be well back to give yourself a chance to catch it. *R

Throw with your other hand. *R

☐ Hold a tennis ball in one hand, facing a partner. Throw overarm to your partner. *R

An overarm throw is used to throw long distances or very hard, so stand well back or you will find your partner is frightened and stands with closed eyes.

RETRIEVING

Many autistic children lack the desire to play, as it appears to them that once the ball leaves their hands it is gone forever. There is no attempt to turn and pick it up to play again. The following steps can be used to teach these children how to retrieve. This is the simplest of the basic games skills for the children to achieve, and a simple game, Keep the basket full, can be introduced by the eighth lesson.

An inflatable ball is used for the next activity, as it is easy to see and bright to watch.

☐ Stand beside me at one end of the room.

When I roll the ball to the other end of the room, run to race it before it hits the wall.

Get the ball and let us try again. *R (Running away)

☐ Stand beside me at one end of the room.

When I roll the ball, see who can stop it before it hits the wall at the other end.

Whoever gets it can roll it back again. *R

Give each child a ball. If the balls vary in colour it is easier for each child to watch his own.

☐ Stand beside me at one end of the room, each holding a ball of your own.

On go, bend down and push your ball forward as hard as you can, so that it will roll along the floor to the other end of the room.

Watch your own ball very carefully, chase it, pick it up and then stand beside me ready to roll it back again. *R

☐ Stand behind one another, looking at a clown which is at the other end of the room. The clown will wobble if you hit it with your hand. On go, the front person runs to the other end and hits the clown as hard as possible. Then the next person must run while the first one is running back ready for another turn. *R (Running away and returning.)

Repeat the activity running around the clown without touching it. *R

Repeat the activity touching it high up or low down. *R

Beanbags are placed in heaps of like colour at the far end of the room, one heap for each child.

☐ Stand back at one end of the room looking at your heap of beanbags at the other end. This is your own heap.

Run to the beanbags and pick one of them up and run back to put it in a basket which is near where you are now standing.

Continue until all your beanbags are in the basket, sit down and wait for the other children to finish. (Running away, picking something up and returning with it.)

Beanbags are arranged in heaps in the corners and at the sides of the room so that each child is running in a different direction. Each has a heap of like colour. A basket is in the middle of the room.

☐ Stand by a heap of beanbags of the same colour. On go, pick up a beanbag and take it to the middle of the room and put it into the basket.

Continue until all your beanbags are in the basket.

When you have finished sit down and wait until the other children have finished.

Beanbags are arranged in heaps in the corners and at the sides of the room. Each child has a beanbag of his own colour in every heap. In this activity the child runs in many different directions before completing the task.

☐ Stand beside a basket placed in the middle of the room.

On go, run to one of the heaps to pick up a beanbag of your colour and put it in the basket.

Run to another heap and pick up a beanbag of your colour and put it in the basket. Continue until your beanbags have been taken from each heap.

When you have finished sit down in the middle of the room until all the other children have finished.

These activities can be developed into a race if the children are able to handle a competitive situation.

The children are now ready to play 'Keep the basket full'.

Put a basket containing about twelve beanbags in the middle of the room. The number will be determined by the number of children in the class and by how quickly they move. Autistic children are very slow at playing this game, so more beanbags will be needed than when playing with less handicapped children. It is advisable to have a few extras hidden beside you as you kneel down beside the basket.

☐ Stand anywhere around the room, but away from me. I am going to throw out one beanbag at a time using alternate hands. When one comes towards you, pick it up.

Bring it to the basket and place it in the basket.

When you have done this, look for another one somewhere else in the room and bring that to the basket too. You must only bring back one beanbag at a time using one hand.

I am going to try to empty the basket while you work with the other children to keep some beanbags in it.

If I empty it I will hold it up high to show you, and I will score a point. If I cannot empty the basket I will stop and you will have won a point. We will play three games and see who has won.

This is a very good activity to encourage children to retrieve quickly. When a lesson on 'right and left' is taught, the children can be encouraged to pick the beanbags up first of all with the right hand and then with the left hand. It can be repeated with the children using alternate hands.

Playing 'Keep the basket full'

Waiting for more beanbags

LEARNING TO TAKE TURNS

For children who are not accustomed to taking turns, simple activities can be offered, working through to the more complex team games.

☐ Stand at one end of the room, looking at clowns at the other end of it.

On go, run and knock over one of the clowns and run back. ***R**

☐ Stand at one end of the room, looking at clowns at the other end of it.

On go, run and knock over one of the clowns and run back to touch the wall behind you.

Do this several times without stopping.

☐ Stand at one end of the room and look at the clowns.

On go, run to the other end and around the clown, without touching it and back to touch the wall. ***R**

This varies the activity and promotes more thought and awareness. Place one child behind another and repeat the activity.

☐ Stand in front of a partner at one end of the room and run to the other end around the clown without touching it, and come back to touch your partner's hand.

Wait while your partner runs around the clown and comes back to touch your hand. ***R**

Variations can be made up, asking the children to touch the top, the middle or the bottom of the clown. They can ride a space hopper around the clown and when they return to the next person in line, can hand the space hopper to him. The activity Retrieving (see previous page), when the first player runs to bring back a beanbag to put into a basket, can be developed into a race when the runner touches the next person in line for him to repeat the action. Many other team variations can now be introduced. When this is done, it is important to instruct the children how to finish. No team has finished until all its members are standing one behind the other, or are sitting with their legs crossed or in any other designated manner.

Relay races can be introduced while the children are learning to hit suspended balls. This activity is explained in Ball Skills (2.9). Place half of the team at one end of the room and the other half at the other end with a ball suspended between them.

If there is an odd number of children, place the extra one on the team which begins the relay race.

☐ On go, run to hit the ball with one hand and then on to touch the person waiting for a turn at the other end with the same hand.

Do this until you have all had a turn and sit down with your legs crossed.

You can do this again using the other hand to hit the ball and to touch the next player in line.

☐ Line up again.

On go, run to hit the ball with both hands and on to touch the next player with the right hand. Run down the left side of the line and stand at the back.

When the whole team has hit the ball sit down one behind the other with your legs crossed.

Many children have right and left confusion so they must be carefully shown which hand to use each time and where to run down the line. The children now know how to run from end to end as in a relay race and many other variations can be introduced.

A class activity. Jumping and landing must be practised to become automatic

Group Activities

USE OF EQUIPMENT

The discoveries made during the creative part of the lesson can be applied to produce imaginative ideas. This can be done by using different parts of the body as bases and by introducing different shapes, directions, etc.

Bases

An activity done along a plank on the back is very different from one done on the tummy.

Direction

The simple art of walking forward along a plank can be made more challenging by walking sideways or backward.

Shape

Moving a curled shape along a plank forward, sideways or backward is more difficult than walking along it. The body may be curled, stretched and curled again while traversing the length of the plank.

Pathway

The pathway of any movement may come into consideration. To pull the body along a plank on the tummy can be made more difficult by rotating the body as it moves. It can be made more difficult still by rotating right around the plank itself, using all the spaces surrounding it.

Parts of the body leading the way

This also changes the activity. A pull along the plank on the tummy can be changed into a push when the feet lead the way.

The simplest equipment can be made more versatile merely by proposing more difficult tasks in the above manner. It must also be remembered that many pieces of equipment have an underneath surface, and two or four sides which can be used as well as the upper surface. A ladder has an extra advantage, as the spaces between the rungs can also be used.

A pull on the tummy

A pull on the back

Left: The head and hands lead the way down an unstable ladder

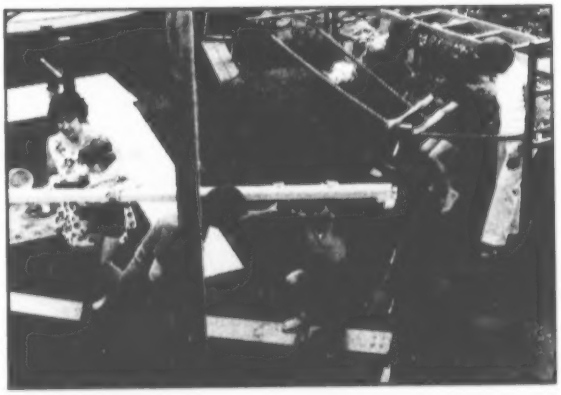
Right: Moving in a curled shape along a bar is more difficult than walking

By combining these components, many more activities can be made up and others added. It is more difficult to climb a ladder symmetrically than asymmetrically. This task really poses a problem for normal children to think out. It takes many, many months, perhaps years, before autistic children are able to apply a task to equipment on their own. Because of their inability to initiate, the teacher must again make a suggestion or even show them what is required. It is important that children are adept at climbing on and off equipment. Different bases (bottom, feet and tummy) can be used again (see Jumping and Landing, 2.9). It is a good idea to confront children with equipment of various heights. Simple ways of getting off high equipment can eliminate fear. Jumping is the most usual way of getting off, and landing with bent knees is a safety precaution and prevents jarring of the spine. It can be followed by a roll in case a child overbalances or falls. In order to achieve this, it must become automatic. Departure from equipment must be made with both feet at once for the child to maintain control of his jump and landing.

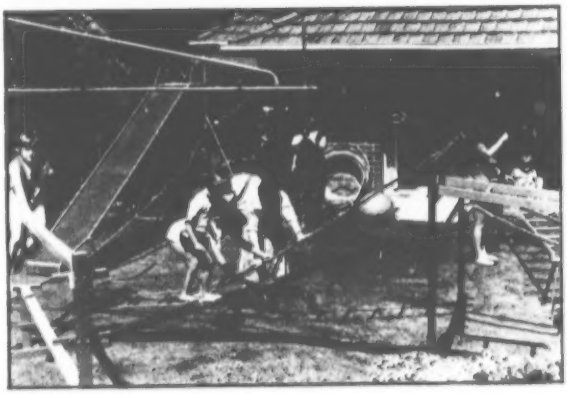
Simple equipment which can be used in many different ways, either by itself or in conjunction with other pieces, is all that is necessary. Rather than confront children with too much of it at once, it is better to place the equipment in groups of three or four pieces to ensure that all of it is used, and time is given for two or three turns at each piece. Sometimes equipment should be joined together to encourage children to transfer from one piece to another. At other times it is important to separate one piece from another to give experience of climbing off one piece and onto another.

Children use the equipment as a sequence. A sequence has a beginning and an end and something in between. This means that a child may climb the slippery dip and slide down it while demonstrating a particular concept, perhaps curled or stretched. He then walks along the balance bar and finishes by using a wooden plank. The next time he must begin in a new spot. He may climb around or under the balance bar, go up the slide of the slippery dip and down the steps, and finish by doing something on or around the plank. A third time around will result in a child having experienced, fully, the equipment in that group. Other groups of equipment may be placed near the first, and the children are asked to progress to these each in turn. The arrangement of the equipment is changed each week, in order to offer new experiences.

The most valuable piece of equipment is a ladder. It can be used in so many ways, by itself or in conjunction with other pieces. The simplest way is just to lie it on the ground where a child can step into the spaces. Later he may venture to place his feet on the sides, and eventually on the rungs, and then he is on his way to climbing. The



Balancing on a rope and moving sideways along a board



Playing on equipment

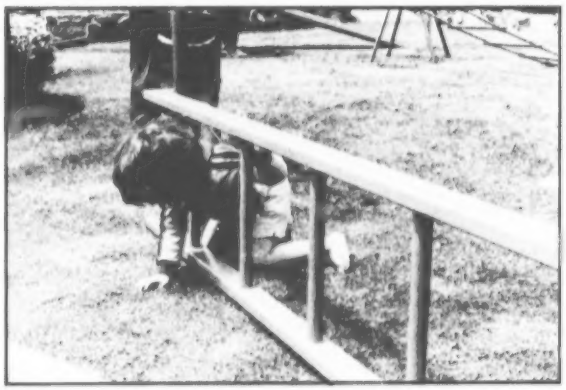
Right:
Moving around the slippery dip with the space between the hands and feet increasing.

Left:
A stretched shape on the tummy, with the hands leading the way.

ladder can be raised a little and the same activities produced. A child can be asked to miss rungs or spaces in order to increase the complexity of the activity. A change in direction, or shape, or base again offers greater experience. The child may be asked to step into a space and climb out under the ladder. If securely tied to a pole, or table leg, it can be used on its side for a child to climb between the rungs head first or feet first, on his front, back or side, with a stretched or curled shape. This is excellent body manipulation and can be applied to the ladder in its raised positions, either inclined or horizontal. While the ladder is still on its side, a child can also be asked to make a curly pathway by going between the rungs and by climbing over the top edge before going between the next two rungs. If the ladder were raised and securely attached about 50cm above the ground, the last activity could be extended to passing under the bottom edge of the ladder before going between the rungs again. The side edge of the ladder can be used for balancing while on its side, either on the ground or in the raised position.

When the ladder is inclined, it can be used for climbing up and down, or through, as well as for hooking the legs up underneath. It is easier for a child to hook his legs up on a lower rung than that which he is holding. The ladder may be placed in a low horizontal position for swinging under, for hooking his legs up on a rung the same height as his hands, for hanging by his knees, or for climbing along the upper surface. The ladder can be raised still further, where many of the above activities may be repeated, and the child may also move, while hanging by his hands, from one rung to the next, and on to the end and back, even in reverse.

Children will usually attempt only what they feel they can achieve. What about a child who climbs onto the roof and cannot get down? The child achieves what he can see by climbing up. The act of climbing down is not foreseen until the top of the roof is reached; then confusion arises. This can happen on a slippery dip if there has not been any experience of going up and down the tray or a similar inclined board first. A child who is asked to transfer from one high piece of equipment to another must first of all have experience going up and down each piece before they are placed together. A similar situation can arise in the use of a trapeze. If a child is taught how to climb onto a trapeze from hanging underneath, he must first of all be given



Moving head first between the rungs

Moving a curled shape, feet first, and a stretched shape, head first, between the rungs of the ladder.

Balancing on the edge of it.

Moving forward with one foot high.

experience of sitting on it while it is low down. Swinging on such a small bar requires balance, which is not experienced when swinging on a wide swing seat. A trapeze suspended on a light chain enables it to be placed at any level. A teacher must be aware of these unforeseen activities and prepare the children for the experience, and must be ready to provide a helping hand if it be needed.

Children can be encouraged to pass one another while climbing, or somehow manoeuvre to get out of one another's way. They must be taught never to touch one another while on the equipment so that they can experiment without fear of being pushed off.

Children usually delight in performing on equipment. They enjoy climbing, hanging, swinging and jumping, as well as negotiating obstacles, providing the equipment offered is within their range of skill and ability to cope. Activity on equipment builds up muscle power and helps to build up confidence through movement.

The act of going through, around, over, under, between, in and out of, to the left and right of, and on and off equipment helps children to develop body awareness.

HANGING UNDERNEATH EQUIPMENT

The methods of developing a strong grip, which is essential for hanging from, or holding on to equipment, such as 'Space hoppers', hanging ropes, parallel ropes, a trapeze, or horizontal ladders and bars, are outlined in Push and Pull, (2.7).

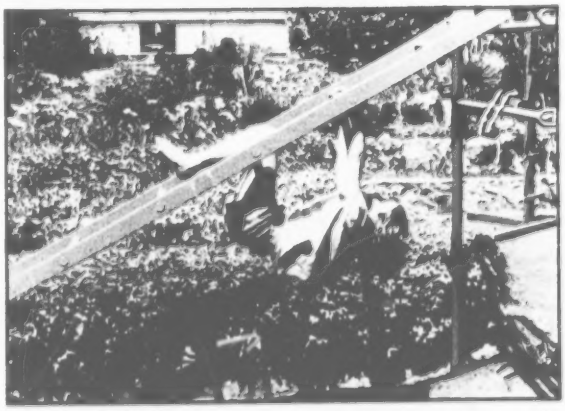
The next step is to encourage a lift of the legs. This is done more easily underneath an inclined ladder. By holding a high rung underneath the ladder, the feet can be lifted only a short distance to hook the knees over a rung lower down. Hands and legs are now both taking the weight of the body. Gradually the feet can be lifted to a higher rung.

The same activity, done under a low horizontal ladder, needs a much higher lift of the feet. The lift of the feet onto the same rung as that held by the hands when using a horizontal bar, a higher horizontal ladder, or a trapeze, requires still more advanced skill, and takes much longer to achieve. This can be practised on a horizontal bar, with the child holding the bar between his hands while facing along it. One foot can be hooked up, and later the other. If needed, a helper can squat in front of him and encourage him to place one foot on each of her knees, then onto each shoulder. The helper can rise a little and the child can then transfer his legs over the bar sideways. When this can be done without help, th child can practise lifting his feet whi looking at the bar.

Learning to pass one another

Curled up on top of the ladder and stretched out below

Moving from one rung to the next, underneath the ladder



Hands and legs are both taking the weight of the body

While a child is supported by his hands and legs under a horizontal ladder, if the feet are hooked beneath the next rung or under the sides of the ladder, the hands can be released and the child can experience hanging upside down. With more practice, a child can let go while hanging by his legs from a horizontal bar or a trapeze.

USING A TRAPEZE

A trapeze can be used in two different ways. A child can hang underneath it or sit on top of it. A trapeze attached to the ceiling by light chains, and which can be placed at many different heights, is ideal for achieving this.

When the trapeze is placed very high, the child can swing freely beneath it, keeping his arms quite straight. A trapeze is easier to grip than a thick horizontal bar, but is unstable. A child's hands may have to be held on the trapeze by a helper, and his feet lifted and moved forward by a second person. Gradually, with plenty of pushing and pulling experience, and with practice climbing on and off equipment, the child will master swinging under the trapeze by himself.

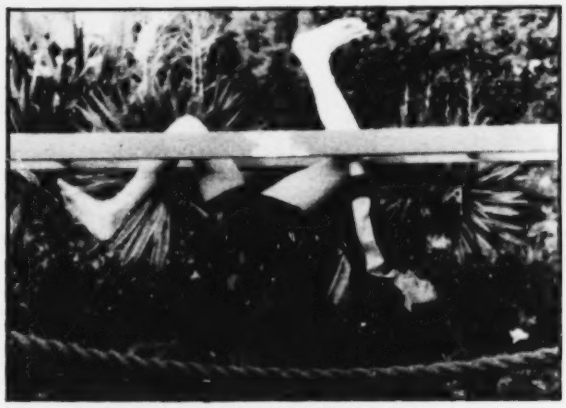
☐ Swing under the trapeze holding the bar with your fingers and thumbs together on the top.

Straighten your arms and lift your feet as you swing under it.

☐ Sit on the low trapeze and hang onto the chains fairly high up in order to help you to balance. If you are a little frightened to swing yourself, ask someone to give you a gentle push. As you gain confidence, you can move yourself by pulling on the chains, and sending your feet forward out in front as you swing forward.

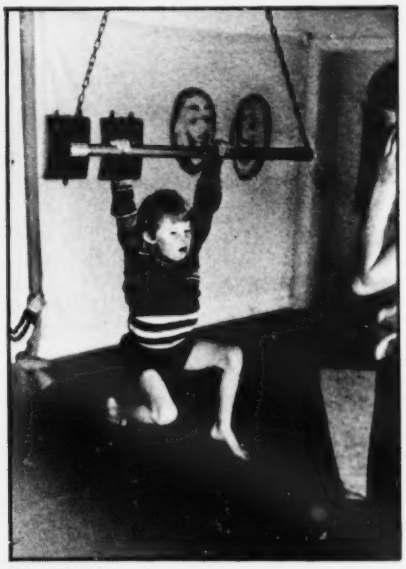
Relax as you swing back.

One foot is the highest part

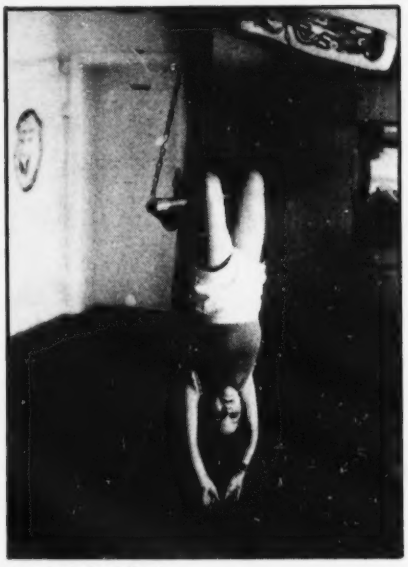


Moving to place hands and legs on the same rung

I can let go!



It's so easy



I can hang under it

Learning to balance on the narrow bar while it is low down is important. This is an unforeseen activity as mentioned in Use of Equipment (2.10) and must be mastered before a child attempts to climb onto the bar after swinging underneath it.

☐ Stand on the bar while the trapeze is swinging low to the ground.

Hold the chains fairly high up to help you to balance.

Swing yourself by pulling on the chains and sending your feet forward while still on the bar.

Relax as you swing back.

To teach a child to climb onto the bar from underneath, place the trapeze high enough for him to drop down under it without swinging. A metre from the ground is a good height.

☐ Hang on to the trapeze, keeping your arms quite straight and bend your knees so that you are in a curled position.

Leave a space between your hands and try to lift one foot into this space.

Lift the other foot into this space as well and let your knees support you on the bar.

Move one hand over onto the chains while in this position and the other onto the second chain. Pull yourself up slowly to sit on the bar.

Hold your hands fairly high up to help you to balance, and swing slowly.

In order to do this a child may need to be supported under the shoulders just to give him confidence as he moves his hands and pulls himself up. Do not take too much of his weight as he must be able to do the activity himself if he is to achieve any satisfaction, or any level of performance. He may even need a second person just to help him raise the first leg to the bar.

☐ To get down from the trapeze, keep a firm grip on the chains and drop back to hook your knees on the bar.

Move your hands onto the bar and slide one leg out at a time to reach the floor. You may be able to do a somersault backward from the bar to get down.

The child may need to be supported under the shoulders again while getting down to give him confidence but let him take his own weight. If he is unable to do this, he should not be attempting this activity. The above activity can be repeated while the trapeze is high up. The child can swing beneath it and then pull himself up and swing on top of it. He may even be able to stand on the bar while it is high up.

I can sit on it

I can stand on it

I can climb on it

I'm Tarzan

ROLLING

The child who has difficulty mastering a forward roll is encouraged to pull himself, on his tummy, along the length of the vaulting box placed on its medium legs. At the other end, he lowers himself slowly down to a mat below by holding onto the legs and pulling still more. When he is low enough, his hands will touch the ground and, with head tucked under, back rounded and perhaps with help from an adult who supports him under the hips and lowers him slowly, a forward roll will result. This activity leads to a forward roll on a mat.

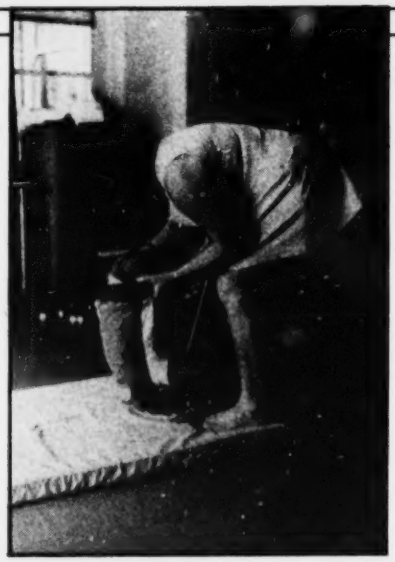
☐ Put your hands and feet on the mat and keep your elbows on the inside of your knees, leaving space for your head to fit.

Tuck your head well under and, keeping a curled shape, lift your bottom up.

Push from your feet and over you go. The top of your head should not touch the mat. * R

Many children begin their roll by putting their knees on the mat. This makes it hard for them to push themselves over, as the force comes from the feet. When a child finds this difficult, put one arm under the tummy, while your other arm tucks the head under, and fold the child over your arm onto the mat. Always take great care of the child's head position. When your arm is under the tummy, you have full control of the child's movements and can even lift the child a little. Do not attempt dive rolls with poorly co-ordinated children since they are likely to hurt their necks.

A backward roll is more difficult to master. In the absence of a wedge-shaped foam mat, a vaulting mat can be placed on the beatboard, with a second mat at the side.



Assisting with a forward roll

The starting position for a forward roll

☐ Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl yourself up by putting your knees up on your chest.

Roll a little sideways onto the mat beside you, going over on your shoulder. This is called a shoulder roll.

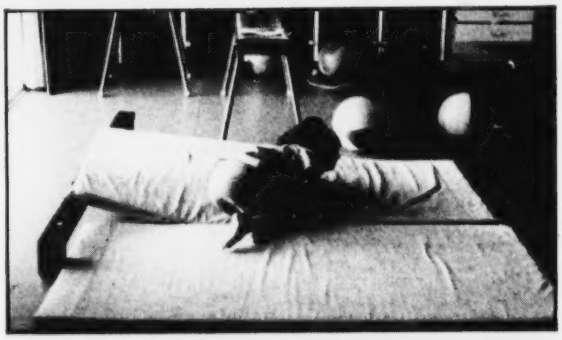
Practise rolling over onto a mat on the other side as well.

Completing a forward roll

☐ Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl yourself up by putting your knees on your chest. Place your hands flat down beside your ears.

Press on your hands to lift your shoulders off the mat to allow room for your head to pass under. Your legs will go straight back over your head onto the mat to enable you to stand up. This is a backward roll. * R



Completing a shoulder roll

Completing a backward roll

A roll along the mat is all that some children can do

USING THE BEATBOARD

Children generally enjoy bouncing on trampolines and bounce boards. This action can be used on a beatboard which enables children to gain added height for using a vaulting box and horse. Having established a double-footed action and landing as outlined in Jumping and Landing (2.9), the children can be introduced to the beatboard.

The beatboard is placed against the vaulting horse on its high legs (90 cm).

☐ Stand on the high end of the beatboard. Hold onto the pommels of the horse and jump up and down, seeing how high you can get your feet as you bend your knees. ***R**

☐ The beatboard is placed near a mat.

Jump up and down on the beatboard three times.

Jump down onto the mat and do a forward roll. ***R**

If any child cannot do a forward roll, a sideways one along the mat will complete the sequence. A change in the number of jumps on the beatboard will require a little more thought and will vary the sequence required.

☐ Walk up and onto the beatboard, jump once on the end, land on the mat and then roll. ***R**

☐ Run up to the beatboard and, without stepping on the board, jump once on the end of it, land on the mat and roll over. ***R**

This is a difficult sequence to master and, unless it is taught in very small steps, handicapped children will find it very difficult to do.

The emphasis is upon gaining height when jumping from the beatboard, so a cane stick can be held at various heights to encourage the children to go up very high and not to run too fast and land too far along the mat.

☐ Run up to the beatboard and, without stepping on the board, beat once on the end of it, jump high up over the cane stick and land close to the beatboard.

Do a forward roll. Standing up keeping your legs crossed is very good for your feet, and gives you one more thing to remember in the sequence. ***R**

A cardboard box can be placed in front of the beatboard and the children can jump right over it or can make their legs go either side of it as in a leapfrog.

The vaulting box on its medium legs (60cm) can be placed in front of the beat board.

☐ Run up to the beatboard and bounce once on it.

Put one hand on each side of the vaulting box and bunny jump over it.

Land on the mat, bending your knees.

Do a forward roll.

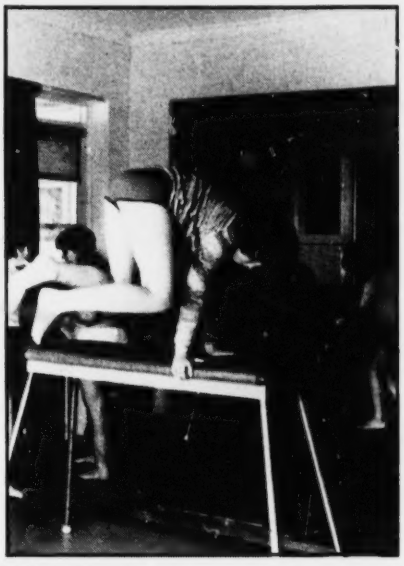
Cross your legs as you stand up. *** R**

When you put your hands on the vaulting box, make sure they are quite level and that you hang on very tightly.

Be sure to practise doing this before you go very high.

Using the beatboard

Over a cane stick



A bunny jump

A quick squat

When the children have mastered this, the vaulting box can be put on the high legs.

The vaulting horse can be placed in front of the beatboard on its medium legs.

☐ Run up to the beatboard, beat once on it.

Hold onto the pommels and see if you can jump your feet over the horse between the pommels to land on the mat, bending your knees.

Do a forward roll.

Cross your legs as you stand up. * R

When the children have mastered this, the horse can be put on the high legs.

There are limitations to the amount of vaulting poorly co-ordinated children can achieve. Great care must also be taken not to force any child to attempt anything that he himself does not feel he can achieve. Sometimes a little gentle persuasion will help a child to gain enough confidence to cope with the vaulting provided that the steps have been introduced slowly. Some children will never be able to do anything over the top of the horse or the box. These children can always find something to do by climbing underneath the equipment without bumping their heads. This is a difficult achievement for children who lack body awareness. Others will be able to use the horse and the box merely to climb on and off. Some will be able to stand up high and jump off, others will prefer to sit and slither off. The teacher must be able to gauge the performance level of each of her pupils to know just what they are able to tackle and leave it to them to make the decision on the choice of the activity. She must also know who will respond to gentle persuasion. If she persuades a child to perform something before he is ready, she may undo all the good that she has been doing in trying to build up his confidence.

Leapfrog is another activity which can be developed for use with a beatboard. Not many poorly co-ordinated children seem to achieve this activity. Some, however, can cope with the activity when it is done on the ground with a partner. Leapfrog requires quite a rhythmical movement which can be taught to the children when they are still sitting down.

Climbing underneath

A leapfrog over a partner

A leapfrog over the buck

☐ Sit down with your legs crossed.

Hold your hands up in front of you, making a fist.

Move your fists for '1, 2 and 3' counts and make them go out wide and in again.

This is the movement made by your feet when you start to learn a leap-frog.

Practise it many times.

As many poorly co-ordinated children have a poor sense of rhythm, many of them will find this difficult.

☐ Stand up and jump the same rhythm as you did with your fists.

Jump three times on your toes and then make your legs go out wide in the air without touching the floor.

Jump them together and land keeping them together, with your knees bent. * R

☐ Find a partner. One of you lean over to make a back. Put your legs apart and put your hands on your knees. This will stop them from bending. Keep your head well in.

The other stand at the side of your partner and put your hands on his back.

Without going over your partner, practise jumping '1, 2 and 3' making your legs go out wide in the air without touching the floor.

Jump them together and land keeping them together with your knees bent. * R

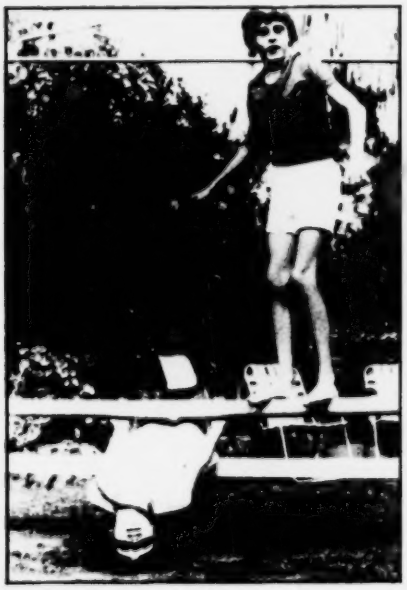
☐ Stand back from your partner and take three steps up, bounce on the spot, make your legs go out wide in the air as you pass over your partner's back and land on the other side of him with bent knees. * R

This can be done using the beatboard and the buck on its high legs.

☐ Stand back from the buck.

Run up taking three steps, bounce on the beatboard, make your legs go out wide in the air, lean on the buck and go over it to land on the other side of it on a mat.

Do a forward roll. * R



Using space

Help is needed

A rope for balance

A helping hand from a friend

LESSON PROGRAMS

Lessons for Poorly Co-ordinated Children

These lessons are prepared for upper primary children. The same lessons can be used for younger children and for children who are poorly co-ordinated and lacking in confidence, by offering less in forming a sequence and by expecting less to be memorised, if anything at all. Unlike autistic children who are unable to initiate their own activities, these children should be able to produce their own interpretations of the task demanded of them. These lessons, with the additional sequences to memorise, can be offered to the better performers as well. It is left to the experience of the teacher to use these lessons to suit the age and ability of the children being taught.

One theme is used for four lessons with new sub-themes for each of them. This ensures that there are new interpretations and responses to the creative activities each lesson, rather than the same things being repeated each time. In this way, the emphasis remains upon the component used for the theme, but with many variations of it. The sequential memory experience offered by making sequences and memorising them is an invaluable addition to the physical activity in an educational gymnastic program.

For junior primary children two shapes are all that are memorised to start the series of lessons. A third shape can be added to the sequence to be performed, but not to memorise. Upper primary children ought to be able to memorise three different shapes to form a sequence. Year 6 and 7 children can put three sequences together consisting of three shapes. The ability of these children must not be underestimated. Children with problems often have a little difficulty in memorising two or three different directions, and they find memorising sequences impossible. It is important not to make them feel inferior in a class of children of mixed abilities. Rather than demand that the children put sequences together the teacher should ask if anyone would like to show their work to the class and those who do not wish to perform can just watch those who do.

If children need extending, but are not able to remember many shapes, one sequence can be done in reverse. If two are used, they can be done in a different order or both done in reverse.

In the following lessons the General Body Movement sequences are written down with full progression so that the teacher can see how much she wishes to offer the class according to the age and the ability of the children in it.

The complete lessons are devoid of competitive situations in order that children of mixed abilities can be included in the same class. Children with co-ordination problems should not be subjected to competitive situations until they are physically as well as psychologically ready to do so. With the integration of handicapped children into the regular classroom this must be watched very carefully.

EXPLANATIONS WHICH APPLY TO THE FOLLOWING LESSONS

Levels

The body can be placed at three different levels in space. The level nearest to the floor can be referred to as the low level. Because many children with learning problems lack the knowledge of spatial concepts, it is useful to offer several names to these. This book refers to the low level merely to be consistent with other physical education works, but the teacher can broaden the education of her class by also making reference to the bottom level, explaining that the bottom of something is low down. Language plays an important part in the education of children with problems and the varied use of language during a physical education lesson can be of great value to them as they learn about themselves and the world about them.

To place the body at the low level means to be as near to the floor as possible.

The high level refers to the body being placed with some part of it reaching a position in the air where the head would be if the child were standing up. It may be a hand, a foot or even an elbow which reaches the high level. Something high is usually at the top, so reference can also be made to the top level. After all, the head is at the top of the body.

The space in between high and low levels is referred to as the medium level. This is a difficult concept to comprehend. The word middle is easier to visualise as it falls mid-way between high and low, or top and bottom.

The medium level refers to the space which falls about waist height, when the child is standing up. To produce a shape at the medium or middle level, means that parts of the body reach no higher than this area, whether it be bottom, knees or head. When a child has made a shape at the medium level, the teacher can help her class to understand where this is by putting a hand on the highest part of the child's body, and showing where this is in space in relation to the child's waist when standing.

Special care must be taken not to confuse children with the high and low levels when also talking about high and low parts of the body. Making a certain part of the body high on the low level will take some careful explaining.

So that the teacher can choose the terminology to suit the class, the levels have been depicted as 1, 2 and 3 in the preparation of the following lessons. Numbering the levels also makes it easier for reading and recording, but they must never by called by these numbers.

Low level	=	Level 1
Medium level	=	Level 2
High level	=	Level 3

Shapes
'Curl up' means make a shape with the body which is either wide or narrow but curled.

'Stretch out' means make a shape with the body which is narrow and stretched.

'Be wide' means make a shape with the body which is wide and stretched.

Standing up from cross-legged sitting
When standing up from sitting with legs crossed the legs must be kept crossed until the upright position is assumed. Two hands, one hand or no hands may be needed as the child rises.

The cross-legged position is used at all times when the children are sitting listening to the teacher. Straight backs are also encouraged.

Commands
As many of the children involved in performing the following lessons are poor performers and lack confidence to a great degree, the request for movement can often be put in the form of a question. 'Can you do this?' or 'See if you can do that'. This offers the children a choice of being able to or not, and does not seem to have the same effect on them as if they are commanded to and find they cannot. This is important terminology when teaching very handicapped children. The sense of failure must be minimised at all times.

The participating children
The poorly co-ordinated children who have performed the following lessons have ranged in age from three to fifteen years, grouped as follows:

3-6 years,
6-8 years
8-15 years.

The children have been overlapped in this way so that better performers can be extended with a higher age group and handicapped children can be kept with children of similar ability, but not necessarily age.

Because of the use of educational gymnastics, where children find their own level of performance, classes of mixed ages and abilities, consisting of children who have been attending for varying periods of time can cope in the one group.

New children can be catered for as well as children without problems and must be placed in classes where they will be best extended.

The lessons are designed for class work. Those who cannot cope with group work such as this can be given individual helpers within the classsituation.

Helpers can be drawn from in-service and pre-service students doing teacher training, or teenagers still attending school and parents and family members.

Shaking feet
At the completion of the foot exercises involving opening and shutting the toes, bending and stretching the feet and rotating the ankles, one or both feet must be lifted into the air and shaken for relaxation either when sitting or standing on one leg. It has been noted that many children with problems are unable to shake their feet freely in the air. A movement of the whole of the lower leg and foot is the result of an inability to isolate a certain part of the body, in order to move it separately. This shows a lack of body awareness.

On stop
This command is used in the following lessons to indicate that the class is expected to come to a standstill. This can be brought about by a clap of the hands, a command or even a whistle if the children are scattered outside.

Holding sticks
For pushing and pulling activities cane sticks are used in many instances. They must be held by both children, keeping their hands as near as possible to the middle of the sticks to prevent them bending and, perhaps, breaking.

The height of the vaulting horse and box
The vaulting horse and box used in the following lessons are similarly constructed. The horse has holes in the top of the structure through which the pommels are fitted. When the horse is used without the pommels it reverts to a vaulting box and is referred to as such.

Both these pieces of equipment, and the buck, can be placed at various heights by interchanging the legs of all three. When this happens they are referred to as being on:

low legs	=	20cm
medium legs	=	60cm
high legs	=	90cm

The completion of activities
When children have completed any activity they should be encouraged to sit down. Children with problems need direction even when they have completed their tasks, otherwise they tend to wander around aimlessly which makes class discipline difficult.

***R**
This symbol after an exercise or sequence means that the children should practise and refine the movement(s).

GROUP ACTIVITIES
There are generally 4-5 activities included in this section. It is suggested that the class be divided into 4-5 groups each group moving to a separate activity. After spending a few minutes at the activity, they progress to each of the others in turn.

All the equipment used in this part of the lesson is described in the chapter on Equipment (1.3).

NOTE
Instructions directed to the teacher rather than the child, or comments relating to the exercise, but not part of it, are in italic type.

CONCEPTS TO BE LEARNED IN AN EDUCATIONAL GYMNASTICS LESSON

Table 1: Initial concepts

Stop, start
Moving, stopping
Ready, set, go

Table 2: Concepts to be learned while using equipment

Push, pull
Lift, drop
Apart, together
On, off
In, out
Under, over
Through. around, along
Beside, between
Stable, unstable
Vertical, horizontal, inclined
Parallel, verging
Movable, immovable
Free, fixed
High up, low down, in the middle
Upside down, on top
Near, away

Table 3: Concepts relative to an educational gymnastics lesson

THEMES	CONCEPTS	THEMES	CONCEPTS
Shapes	Curled, stretched, twisted Short, shorter, shortest Long, longer, longest Small, smaller, smallest Big, bigger, biggest Wide, wider, widest Curved, straight Strong, relaxed Stiff, floppy Corners, bent	**Pathway**	Straight, zig-zag Curly, circular Figure of eight
Bases	Rest, balance Small, smaller, smallest Large, larger, largest A little, a lot of	**Levels**	Top, middle, bottom High, higher, highest Low, lower, lowest Medium, midway, between
Direction	Forward, backward, sideways Up, down, diagonal Right, left Clockwise, anti-clockwise Away, towards Behind, beside, facing Reverse, rotate Come here, go there Go away, stay here Away from, to Inward, outward	**Time**	Fast, slow Flowing movements Sharp movements
Laterality	Symmetrical, asymmetrical Same, different	**Space**	Inside, outside End, side At In front of, at the back of At the side of , in the middle of Opposite At the edge

DIFFERENT SHAPES
Using Different Levels

LESSON 1

INTRODUCTORY ACTIVITY

Stretching out on different levels
Run around the room.

On stop, stretch as much as you can.

Run around the room.

On stop, stretch out at the low level.

Stretch out at the medium level.

Stretch out at the high level.

Look for stretched shapes on different levels and ask individual children to show the class. Talk about the levels, and ask the children to copy the shapes demonstrated on each before making up their own.

Curling up on different levels
Run around the room

On stop, curl up as small as you can at the low level.

Curl up at the medium level.

Can you curl up at the high level?

Point out the different shapes that can be made.

Talk about some parts of the body having to reach the high level while other parts of it have to be curled. This will need careful explaining.

Being wide on different levels
Run around the room

On stop, stretch out at the low level and stretch your arms and legs out wide. (This is a wide shape.)

Make a wide shape at the medium level.

Make a wide shape at the high level.

You have now established three different shapes on three different levels.

GENERAL BODY MOVEMENT

Level 1
Curl up very small
Level 2
Stretch out.
Curl up and stretch out several times.
Level 3
Be wide.

Curl up, stretch out and be wide.

Repeat the sequence several times and see if you can remember it without being directed.

For progression, make a second sequence being curled on level 2, stretched on level 3 and then wide on level 1.

Repeat this sequence.

Perform these two sequences in succession.

Make a third sequence being curled on level 3, stretched on level 1 and wide on level 2.

Repeat this sequence.

Put the three sequences together.

WEIGHT ON TWO HANDS

Put your hands flat on the floor and curl up on your feet.

Jump your feet off the floor leaning on your hands in a curled up shape.

As you do this keep your head out in front of you to stop you from rolling over should you go too high. ***R**

Curl up on your hands and feet, and stretch one foot back.

Jump up on the other foot and see how high your stretched out foot will go into the air. ***R**

Repeat with the other foot.

PUSH AND PULL

Find a partner and sit beside each other.

Give each pair a stick.

Level 1 – stretched out
Lie on your tummy, head to head with your partner and hold the stick between you, close to the middle.

Push your partner away.

Pull your partner towards you.

Children who lack body awareness may lie on their backs and may even present their feet to their partner.

Level 2 – curled up
Sit with your legs crossed, facing your partner, each holding the stick.

Push your partner away.

Pull your partner towards you.

Level 3– wide
Stand and face your partner.

Hold the stick between you with one foot back.

Push your partner away.

Pull your partner towards you.

Change feet and repeat.

FOOT EXERCISES

Some children find it difficult to keep their knees straight. By keeping them straight they are helping to stretch their hamstring muscles. Remind the children every lesson.

Sit on the floor, with your feet out in front of you. Keep your knees straight all the time.

Hold your hands up in front of you, with your palms facing you.

Open and shut your fingers. ***R**

Shake them in the air, making them very floppy.

Open and shut your toes. ***R**

Shake your feet in the air, making them floppy like your hands.

Open and shut your fingers and toes at the same time. ***R**

Balance on your bottom and shake your hands and feet at the same time.

Do this every lesson after movements of the hands and feet.

Give each child a beanbag.

Each time the children stand up they are expected to do so with their legs crossed.

Stand up with your legs crossed.

Open the toes of one foot over the beanbag.

Shut them and pick the beanbag up.

Throw the beanbag forward as far as you can. *R

Change feet. *R

Throw the beanbag backward. *R

Change feet. *R

Throw the beanbag sideways across the other leg or away from it. *R

Change feet. *R

CLASS ACTIVITY

Give each child a beanbag.

Stand holding the beanbag in one hand.

Swing your arm back and then throw the beanbag up to the ceiling. *R

This is called an underarm throw because the beanbag is under your arm as you throw.

Change hands. *R

Hold the beanbag high and throw it as hard as you can to the floor. *R

Explain when underarm and overarm throws are used

Choose several children to demonstrate their throw. At upper primary level, children should be developing a correct arm action and remembering to put one foot forward.

This is called an overarm throw because you bring your arm over as you throw.

Whichever hand you use, put the opposite foot forward. Take your arm down, around and over. *R

Encourage the children to say their actions as they throw.

Many children do not know where the opposite is, so they can be taught to put the beanbag onto the right knee if they are right-handed and put that foot back. Likewise the left.

GROUP ACTIVITIES

Cones

Click the ball to hit the ceiling and then let it bounce on the floor, giving you longer to watch the ball. *R

Try to catch it in the cone.

Repeat using the other hand.

Bumble puppy
Slippery dip
Space hoppers

One rope and the high trapeze

Place the vaulting horse on its high legs near the beatboard and mats. Place the vaulting box on its medium legs beside the mats.

Practise bouncing while holding the pommels of the horse. *R

Climb over and jump onto the mats.

Do a forward roll. *R

Jump off the box. *R

Do a forward roll. *R

Give the children the opportunity to choose the height from which they jump, by placing the medium box near the horse to enable them to transfer from one to the other. Do not force them. Encourage them and give plenty of praise when a jump has been achieved.

A forward roll is expected after every landing on the mat throughout the following lessons.

Many poorly co-ordinated children are not very inventive and do not usually offer variations of work on the mat.

One set of outside equipment

See what you can do on each piece of equipment.

Another set of outside equipment

See what you can do on each piece of equipment.

DIFFERENT SHAPES
Using Different Bases

LESSON 2

INTRODUCTORY ACTIVITY

Run to touch three corners of the room and sit down.

Run and touch the corners again in the same order.

Run to touch the fourth corner of the room and two of those you have touched before.

Run and touch these three again in the same order.

Younger children and those with poor sequential memory will only be able to remember where two corners are. Progress with these children will depend on their ability to cope.

This activity is not competitive. When the children have finished they sit in their place with their legs crossed and wait for the next instruction.

GENERAL BODY MOVEMENT

Younger children will be able to do only one of these sequences.

These sequences are not required to be memorised.

Level 1

Curl up.

Roll onto another part of your body and stretch out.

Roll onto another part of your body and be wide. *R

Level 2

Curl up.

Roll onto another part of your body and stretch out.

Roll onto another part of your body and be wide. *R

Level 3

Curl up.

Roll onto another part of your body and stretch out.

Roll onto another part of your body and be wide. *R

For progression these sequences can be combined and repeated.

WEIGHT ON TWO HANDS

Curled and stretched shapes will be enough for younger children to remember.

Curl up on your hands and feet.

Jump your feet back to make a stretched shape.

Jump your feet in to make a curled shape.

Do this as I say it for you. ***R**

Add a wide shape and make a sequence as I say it for you. ***R**

Say it to yourself – curl up, stretch out and be wide. ***R**

Ask the children for other combinations and teach them to say them as they do them. This will help them to remember the actions.

Make other sequences and say them to yourself:

Stretched – wide – curled. ***R**
Wide – curled – stretched. ***R**

PUSH AND PULL

Find a partner and sit beside each other.

Give each pair a stick.

Level 1
Lie on the floor on your back, head to head with your partner and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Level 2
Kneel, facing your partner with your bottom touching your heels and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Level 3
Stand facing your partner with your feet level and wide apart. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

FOOT EXERCISES

Sit on the floor with your legs out in front of you.

Hold your hands up with your palms facing you.

Open and shut your fingers. ***R**

Shake them in the air and make them very floppy.

Open and shut your toes. ***R**

Shake your feet in the air and make them floppy.

Open and shut your fingers and toes at the same time. ***R**

Stand up.

Give each child two marbles.

Open the toes of one foot over a marble. Hold the other.

Shut them and pick up the marble.

Put your weight on the outer edge of the soles of your feet and walk with the marble to the other end of the room.

Let it go, pick it up with the other foot and bring it back.

With a marble under each foot, walk to the end of the room and back.

Give each child a basket.

Balance on one leg and put one marble into the basket and then the other.

Children with poor balance often do this more easily than when asked to just stand on one leg because their thoughts are on the marble.

CLASS ACTIVITY

Give each child a ball.

Throw the ball underarm to hit the ceiling.

Let it bounce and try to catch it. ***R**

Bounce the ball in front of you and try to catch it. ***R**

Encourage the children to bounce the ball rather than drop it so that it can be caught easily.

Practise catching it with two hands and then with only one. ***R**

GROUP ACTIVITIES

Cones
Give each child a beanbag and a hoop. Place the hoop in front of the child's feet.

Throw the beanbag underarm to the ceiling and let it drop into a hoop. ***R**

Practise with the other hand. ***R**

Bumble puppy
Go-go
Space hoppers

One rope and the high trapeze.
Place the beatboard in front of the mats. Place the medium and high vaulting boxes beside the mats.

Jump up and down many times on the end of the beatboard.

Land on the mat. ***R**

Jump from the medium or high box onto a mat. ***R**

One set of outside equipment
Curl up on each piece of equipment as you move along it.

Another set of outside equipment
Stretch out on each piece of equipment as you move along it.

DIFFERENT SHAPES
Using Space and Direction

LESSON 3

INTRODUCTORY ACTIVITY

Keep the basket full

This activity is valuable for junior primary children, to teach them to field quickly. The activity is too simple for older children

or

In lesson 2 the choice of corners to touch gave the children the experience of running a specified distance. In this lesson the children have to choose things that are a long way away from one another. Some children will find this difficult and will need help.

Run to touch three things in the room that are a long way from one another, and then sit down.

Run and touch these things again in the same order.

Look for three more things that are a long way from one another and run to touch them.

Touch them again in the same order and then sit down.

GENERAL BODY MOVEMENT

Give each child a hoop.

Level 1

Curl up in the hoop.

Move forward to be outside of the hoop.

Stretch out. Move backward into the hoop. ***R**

Curl up in the hoop.

Move backward to be outside of the hoop.

Stretch out. Move forward into the hoop again. ***R**

Put both movements together moving forward once and backward once. ***R**

Level 2

Repeat the movements made at level 1 at level 2.

Put both level 1 and 2 sequences together and repeat them once.

For progression add a sequence at level 3. Put all the sequences together and repeat them once. They could then be done in reverse.

WEIGHT ON TWO HANDS

Give each child a hoop.

Put both feet inside the hoop with one hand inside and one hand outside.

Jump your feet from side to side, in and out of the hoop. ***R**

Repeat, facing the other way.

PUSH AND PULL

Find a partner and face each other.

Give each pair a stick.

Hold the stick between you.

One of you put your hands underneath the stick and try to pull it to the ceiling.

The other put your hands on top of the stick and try to push it to the floor.

Change over.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. ***R**

Balance on your bottom and shake your hands and feet in the air.

Give each child a tennis ball, and put several inflatable clowns down the middle of the room.

Hold the ball between the bottoms of both feet and throw it at a clown.

Move back a little each time you hit the clown and make it wobble. ***R**

CLASS ACTIVITY

Give each child a beanbag.

Stand up and hold the beanbag in one hand.

Swing it underarm and throw it up to hit the ceiling.

Catch it. ***R**

Change hands. ***R**

Remind the children that this is called an underarm throw.

Hold the beanbag high and throw it down to hit the floor very hard. ***R**

Remind the children that this is called an overarm throw.

Show the class two different throwing actions. An up and down action will not have much force. A better result will be achieved by placing the opposite foot forward and using the correct overarm action.

If you are right-handed, put your left foot forward so that you can turn your body as you throw, to get more force.

Swing your arm down, around and over, resting it before you bring it over for the final delivery of the ball.

Say it to yourself as you do it – down, around and over.

Throw the beanbag as hard as you can. ***R**

GROUP ACTIVITIES

Pop-a-lots

Give each child in the group a 'Pop-a-lot' and a ball.

Hold the 'Pop-a-lot' in one hand and hit the red bulb with the other.

The ball will hit the ceiling if you hit the bulb hard enough.

Let the ball bounce on the floor before you try to catch it in the cone. This will give you longer to watch the ball.

Give each child in the group a tray containing twelve blocks.

Build a tower of blocks using the bottoms of both feet. Make it as high as your legs will reach.

Take it down one block at a time using your feet to do so.

One rope and the low trapeze.
Place the beatboard in front of the mats. Place the medium and high vaulting boxes beside the mats.

Jump up and down three times on the end of the beatboard.

Land on the mat. *R

Jump from the medium or high box onto a mat. *R

One set of outside equipment
Move along each piece of equipment and curl up and stretch out as you go.

Another set of outside equipment
Move along each piece of equipment and curl up and stretch out as you go.

DIFFERENT SHAPES
Using Space and Direction

LESSON 4

INTRODUCTORY ACTIVITY

Run to touch three things in the room which are a long way from one another.

Run and touch the three things again in the same order.

Run to touch three pieces of equipment which are outside, but are a long way from one another.

Run and touch the three things again in the same order.

Run to touch the three things inside, and the three things outside, in the same order.

Run to touch the three things outside and the three things inside in the same order.

GENERAL BODY MOVEMENT

Give each child a hoop.

Level 2
Curl up inside a hoop.

Stand up and step sideways out of the hoop.

Level 3
Make a wide shape. Step back into the hoop.

Repeat the activity, but step sideways out of the other side of the hoop to be wide. *R

For progression make a second sequence of curled on level 3, then wide on level 1. Repeat this sequence and then combine the two. A third sequence of curled on level 1 and wide on level 2 can be practised and then added to the first two.

Combine all three sequences and memorise them.

WEIGHT ON TWO HANDS

Give each child a hoop.

Put both feet inside the hoop with one hand inside and one hand outside.

Jump your feet from side to side in and out of the hoop. *R

Lift your hands after each jump and move them forward in order to move right around the hoop.

Repeat facing the other way.

PUSH AND PULL

Find a partner and face each other.

Give each pair a stick.

One of you stand with your feet apart on a line, and your hands slightly apart on the stick.

The other put one hand on the stick in between and place the opposite foot back.

Explain where the opposite is.

Pull your partner over the line.

Repeat with the other hand.

Change places with your partner.

Repeat trying to push your partner back from the line.

FOOT EXERCISES

Sit with your legs out straight.

Hold your hands up with your palms facing you.

Open and shut your fingers and toes. *R

Give each child a beanbag.

Stand up.

Open the toes of one foot over the beanbag.

Shut them and pick up the beanbag.

Throw the beanbag forward as far as you can. *R

Change feet. *R

Throw the beanbag backward. *R

Change feet. * R

Throw the beanbag sideways across the other leg or away from it. *R

Change feet. *R

CLASS ACTIVITY

Give each child a tennis ball.
In this activity the children have to control the roll of the ball. This is difficult for poorly co-ordinated children. They have to move quickly to place themselves in front of the ball and they have to watch it carefully (Eye-body co-ordination).

Roll the ball along the floor. Run past the ball and stop it with your feet. *R

Roll the ball again and stop it with different parts of your body. *R

GROUP ACTIVITIES

Bumble puppy
Slippery dip
Space hoppers

Target ball
Throw the ball overarm and see if the ball will stay on the target.

One rope and the low trapeze
Place the beatboard in front of the mats.
Place the medium and high vaulting boxes beside the mats.

Jump up and down three times on the end of the beatboard.

Land on the mat. *R

Jump from the medium or high box onto a mat. *R

One set of outside equipment
Curl up on each piece of equipment as you move along it.

Another set of outside equipment
Stretch out on each piece of equipment as you move along it.

HIGH AND LOW PARTS
Using Any Shapes

LESSON 5

INTRODUCTORY ACTIVITY

Move forward around the room with one foot higher than any other part of you.

Move making that foot the lowest part of you.

Repeat with the other foot.

Repeat moving in a different direction.

GENERAL BODY MOVEMENT

Level 1
Make any shape with one foot the highest part of you.

Explain to the children that when making a shape at the low level with the foot as the highest part, the foot must not be raised to the medium level.
This is hard for children to comprehend. The foot is often raised to the medium level. Correct this and talk about it.

Level 2
Make any shape with the same foot the highest part of you.

Level 3
Make any shape with the same foot the highest part of you. *R

Repeat the sequence making the other foot high. *R

For progression do the sequences in reverse.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Jump your feet into the air, making one foot the highest part of you. *R

Repeat making the other foot the highest part of you. *R

Talk about what parts are high or low.

Jump your feet into the air making your bottom the highest part of you. *R

This takes some thought as the children have to think where to put their feet.

Level 3
Curl up on your hands and feet.

Stretch one foot out behind, making it as straight as you can.

Jump your feet into the air making your stretched leg go as high as it can, to be the highest part of you. *R

Repeat using the other leg. *R

PUSH AND PULL

Find a partner and lie on your back, head to head .

Give each pair a colour band.

Level 1
One partner hold the band with a hand at each end.

The other hold the band with both hands in the middle.

Put your feet in the air and pull your partner towards you.

Push your partner away.

Vary the activity with either a push or a pull first. This will make the children listen carefully.

Level 2
This is a balance and the children may be pushed or pulled over.

Face your partner and curl up on your feet.

Hold the band between you and pull your partner towards you.

Push your partner away.

FOOT EXERCISES

Lie on your back with your feet in the air.

Stretch and bend your ankles.

Shake your feet in the air.

Straighten your legs and lower them slowly to the floor.

Give each child a marble.

Walk to the other end of the room with the marble under your foot.

Walk back with the marble under your other foot.

Give each child another marble and a basket.

Walk with a marble under each foot to the other end of the room and back.

Stand, balance on one leg and put one marble and then the other into the basket.

CLASS ACTIVITY

Ask the class to form a circle. Stand in the middle holding a red beanbag in one hand and a blue beanbag in the other. Start by throwing the red beanbag to a child.

The child who has the red beanbag must hold it until the blue one has been thrown to the child next to him, and then he throws it back.

The child with the blue beanbag must hold it until the red one has been thrown to the child next to him.

You must only have one beanbag at a time.

Throw the red beanbag back to the teacher after she has thrown the blue one to the child next to you.

If she throws you a blue one, hold it until she has thrown the red one.

You must throw underarm very carefully so that the teacher can catch it easily as she has two beanbags to watch.

Give each child a tennis ball.

OR

Find a partner and face each other across the room.

Bounce the ball to your partner and catch it with both hands. ***R**

Practise catching it with one hand and then the other. ***R**

Make a sequence.

Catch it five times with both hands, five times with one hand and five times with the other. ***R**

It is not a race, and if you drop the ball after trying to catch it, it will still count towards your five.

Catch the ball with one hand and then the other, grabbing it from above.

Practise throwing underarm to your partner. Throw with one hand and then the other. ***R**

GROUP ACTIVITIES

Suction darts
Throw overarm and see if the darts will stay on the target.

Bumble puppy
Go-go
Space hoppers

One rope and the high trapeze
Place the beatboard in front of the mats. Place the medium and high vaulting boxes beside the mats.

Run and bounce on the beatboard and land on the mat. ***R**

Bunny jump off the medium box. (Weight on Two Hands, 2.6). ***R**

Jump off the high box. ***R**

One set of outside equipment
Move along each piece of equipment making one foot the highest part of you.

Some poorly co-ordinated children find this difficult to do. If, as they climb, they remember to make one foot high once or twice, it will show that they are trying.

Another set of outside equipment
Move along each piece of equipment making the other foot the highest part of you.

HIGH AND LOW PARTS
Using Any Shapes

LESSON 6

INTRODUCTORY ACTIVITY

Run to one end of the room and touch something high.

Run to the other end of the room and touch something low. ***R**

Run to touch something that is at a medium height.

Touch these three again to form a sequence. *** R**

GENERAL BODY MOVEMENT

Young children can make individual shapes quite well, but usually find it difficult to memorise and perform a sequence of shapes.

Level 1
Make any shape with one knee the highest part of you.

Change your shape and make both knees low.

Repeat making the other knee high.

Level 2
Make any shape with one elbow as the highest part of you.

Change your shape and make both elbows low.

Repeat making the other elbow high.

Join these together to form a sequence.
Add:
Level 3
Make any shape with one foot as the highest part of you.

Change your shape and make both feet low.

Repeat making the other foot high.

Join all three together to form a sequence. ***R**

For progression add a second sequence starting with knees high and low on level 2, elbows high and low on level 3 and two feet high and low on level 1.

WEIGHT ON TWO HANDS

Give each child a beanbag.

Curl up on your hands and feet with the beanbag between your feet.

Jump your feet into the air holding the beanbag securely between your feet.***R**

Throw the beanbag away.

The children will automatically be making their bottoms high.

Repeat throwing the beanbag in a different direction.

Choose different children to demonstrate their ideas and ask the class to copy them.

PUSH AND PULL

Find a partner and face each other.

Give each pair a stick.

Hold a stick between you.

One of you put your hands underneath the stick and try to pull it to the ceiling.

The other put your hands on top of the stick and push it to the floor.

Change over.

Talk about high and low.

FOOT EXERCISES

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe. ***R**

Make the circle go around the other way. ***R**

Change legs. ***R**

Give each child a beanbag. Put several inflatable clowns in the middle of the room.

Pick the beanbag up with one foot.

Throw it at an inflatable clown which will wobble when it is hit. ***R**

Change feet. ***R**

CLASS ACTIVITY

Place baskets across the room, one for each team.

Line up in teams at one end of the room.

Run and jump over a basket springing from one foot and landing on the other.

Line up at the other end of the room. ***R**

Think about which foot you used to go over the basket last time, and go over with the other foot on the next jump. ***R**

When you jump this time, land on both feet. ***R**

As you land bend your knees and balance on your toes.

Both feet should face straight forward and be slightly apart.

Your bottom should rest on your heels.

Watch the position of the feet and knees. Feet a little apart will help the children's balance.

GROUP ACTIVITIES

Suction darts
Target ball

Bumble puppy
Space hoppers
Play with hoops

One rope and the high trapeze

Place the high vaulting horse near the beatboard and mats.

Place the medium vaulting box beside the mats.

Practise bouncing up and down while holding the pommels of the horse.

Jump and land on the horse or squat right through. ***R**

Bunny jump off the box. ***R**

Watch the position of the children's hands and feet before they bunny jump off.

One set of outside equipment
Move along each piece of equipment with your bottom as the highest part of you.

Another set of outside equipment
Move along each piece of equipment with your bottom low.

HIGH AND LOW PARTS
Using Right and Left

LESSON 7

INTRODUCTORY ACTIVITY

If the children are young or have difficulty differentiating between right and left, do not stipulate which hand is to be used. Lessons 21-24 concentrate specifically on developing right and left to help them.

Run to one end of the room and touch something that is very high with your right hand.

Run to the other end of the room and touch something that is low with the same hand.

Repeat with your left hand.

Run to the end of the room and touch something that is low with your right hand.

Run to the other end of the room to touch something that is very high using the same hand.

Repeat with your left hand.

GENERAL BODY MOVEMENT

Give each child a colour band.

Sit with your legs crossed behind a band placed like a take-away sign.

Level 2
Move to the right-hand end of the band.

Make any shape with your right foot as the highest part of you.

Sit behind the band with your legs crossed again.

Move to the left-hand end of the band.

Make the same shape with your left foot as the highest part of you.

Sit behind the band. *R

Step over the band to the other side.

Make both feet low.

Join these three movements to form a sequence. *R

For progression use elbows on level 3. For further progression knees can be used on level 1.

All three sequences can be combined.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Jump your feet into the air making your right foot the highest part of you. *R

Repeat with your left foot.

Talk about which parts are high or low.

Curl up on your bottom, hands and feet, with your hands behind you.

Jump both feet up together, keeping your head as the highest part of you. *R

Level 3
Curl up on your hands and feet.

Stretch your right foot up high and jump up on the left one. *R

Repeat with the left foot.

PUSH AND PULL

Find a partner and sit facing each other.

Level 2

Cross your legs and shake hands with your right hands.

Pull your partner towards you.

Repeat with your left hand.

Repeat with both hands.

Put both hands flat against your partner's hands.

Push him away.

Level 1
Lie on your tummy, head to head with your partner and bend your knees making your feet high.

Push and pull your partner using your right, left and then both hands.

Level 3
Stand up.

Push and pull your partner using your right, left and then both hands.

When the right hand is used, the left foot must be put back, when the left hand is used the right foot is put back, and when both hands are used the feet must be apart and level.

FOOT EXERCISES

Lie on your tummy and bend your knees so that your feet are in the air.

Put your hands on your bottom so that you cannot see them.

Open your fingers and toes.

Roll over onto your back and shake your hands and feet in the air.

Straighten your legs and lower them slowly to the floor.

Give each child a tennis ball.

Hold a ball between the bottoms of both feet and move on your bottom, hands and feet to the other end of the room.

Put the ball into a basket while balancing on your bottom.

CLASS ACTIVITY

Put baskets across the room, one for each team. This activity encourages the children to jump very high.

Line up in teams at one end of the room.

Run and jump over a basket, springing from one foot and landing on the other.

Run and line up at the other end of the room. *R

Think about which foot you used to go over the basket last time and go over with the other foot on the next jump.*R When you jump this time land on both feet. *R

As you land bend your knees and balance on your toes.

Both feet should face straight forward and be slightly apart.

Your bottom should rest on your heels.

GROUP ACTIVITIES

Place a basket on a chair and put three beanbags into it.

Stand behind a line.

Throw three beanbags underarm into a basket. *R

Repeat with the other hand.

Stand an inflatable clown against a wall. Put three foam balls in a basket beside it.

Stand behind a line.

Throw overarm at the clown with a foam tennis ball. When it is hit it will wobble.

Play with a hoop.
Turn your hoop for skipping.

One rope and the low trapeze
Place the high vaulting horse near the beatboard and mats.
Place the high vaulting box beside the mats.

Practise bouncing up and down while holding the pommels of the horse.

Jump and land on the horse or squat right through. *R

Jump off the box. *R

One set of outside equipment
Move along and around the equipment making your right knee high.

Another set of outside equipment
Move along and around the equipment making your left knee high.

HIGH AND LOW PARTS
Using Space

LESSON 8

INTRODUCTORY ACTIVITY

Run to touch something outside which is high.

Run to touch something inside which is low, using the same hand.

Run and touch these two things again with the other hand.

Add: Run to touch something outside which is at the medium level with the hand you used first.

Run and touch the three things first with one hand and then with the other in order, to form a sequence.

Young children will cope with only two things to touch.

Run to touch something outside which is low.

Run to touch something inside which is high, using the same hand.

Run and touch these two things again with the other hand.

Add: Run to touch something else outside which is at the medium level with the hand you used first.

Run and touch the three things first with one hand and then with the other to form a sequence.

GENERAL BODY MOVEMENT

Give each child a colour band.

Sit behind the band placed in front of you like a number one.

Level 1
Curl up on the band with your knees low.

Move to the space at one side of the band.

Stretch out with one knee high.

Curl up on the band again.

Move to the space at the other side of the band.

Stretch out with the other knee high.

Curl up on the band again. ***R**

For younger children offer only one of these sequences.

Level 2
Curl up on the band with your elbows low.

Move to the space at one side of the band.

Stretch out with one elbow high.

Curl up on the band again.

Move to the space at the other side of the band.

Stretch out with the other elbow high.

Curl up on the band again. ***R**

For progression use feet on level 3.
All three sequences can be combined.

WEIGHT ON TWO HANDS

Give each child a colour band.
Place the band in front of you like a number one.

Put your hands on the floor at the top of the band and your feet at one side.

Jump your feet sideways across the band to the other side and back. ***R**

Turn your band to look like a take-away sign.

Place your feet near the band.

Put your hands down on the other side of it, leaving a space between them and the band.

Jump your feet forward and back. ***R**

PUSH AND PULL

Find a partner and sit beside each other.

Level 1

Lie on your tummy, head to head with your partner and with your feet in the air. They are high.

Shake hands with your right hands.

Pull your partner towards you.

Repeat with your left hand.

Repeat with both hands.

Put both hands flat against your partner's hands.

Push him away.

Level 2
Curl up on your feet. They are low.

Push and pull your partner using your right, left and then both hands.

Level 3
Stand up. Your head is high.

Push and pull your partner using your right, left and then both hands.

When your right hand is used your left foot must be put back, when your left hand is used your right foot is put back, and when both hands are used your feet must be apart and level.

FOOT EXERCISES

Lie on your tummy and bend your knees so that your feet are in the air.

Put your hands on your bottom so that you cannot see them.

Open your fingers and shut your toes.

Open your toes and shut your fingers. ***R**

Roll over onto your back and shake your hands and feet in the air.

Straighten your legs and lower them slowly to the floor.

Give each child a beanbag.

Pick up the beanbag with one foot and throw it forward twice.

Repeat with the other foot.

Throw it backward twice with each foot.

Throw it to one side twice and then the other side twice with each foot.

Repeat this sequence once.

CLASS ACTIVITY

Give each child a beanbag.

Stand behind the beanbag.

Jump over the beanbag with your feet together, then jump once on the spot.

Turn around, jump over the beanbag and then jump once on the spot. ***R**

Jump forward and backward over the beanbag with a jump on the spot in between. ***R**

Stand beside the beanbag.

Jump sideways over the beanbag and jump once on the spot.

Jump back again 'one-two'. ***R**

This is the jump used for skipping.

Demonstrate how this jump is used when skipping with a rope. There may be a child in the class who can demonstrate.

GROUP ACTIVITIES

Cones
Pop-a-lots
Suckers

Give each child a beanbag and a hoop which is placed in front of each child's feet.

Throw a beanbag underarm to the ceiling and let it drop into the hoop. *** R**

Practise with the other hand. ***R**

Hop-skips
Space hoppers
Slippery dip

One rope and the high trapeze
Place the high vaulting horse near the beatboard and mats.

Place the high vaulting box near the mats.

Run and jump on the beatboard, hold the pommels and quick squat between them. ***R**

Jump off the box. ***R**

One set of outside equipment
Move along, around and through the equipment, using all the spaces you can.

Another set of outside equipment
Move along, around and through the equipment, using all the spaces you can.

SYMMETRICAL AND ASYMMETRICAL SHAPES — LESSON 9
Being Curled and Stretched

INTRODUCTORY ACTIVITY

Run around the room.

Jump around the room.

Move on your bottom, hands and feet.

Talk about making symmetrical and asymmetrical shapes.

Make a symmetrical shape and move that shape.

Make an asymmetrical shape and move that shape.

Encourage the use of different bases and directions.

GENERAL BODY MOVEMENT

Level 1
Curl up and be symmetrical.

Level 2
Stretch out and be asymmetrical.

Do this sequence again being asymmetrical on the other side. *** R**

Level 1
Stretch out and be symmetrical.

Level 2
Curl up and be asymmetrical.

Do this sequence again, being asymmetrical on the other side. *** R**

For progression put both sequences together and do them once.

For further progression use other levels.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump your feet up and be symmetrical. *** R**

Jump your feet up and be asymmetrical. *** R**

Jump your feet up and be asymmetrical on the other side. *** R**

PUSH AND PULL

Find a partner and sit beside each other.
Give each pair a stick.

Level 1
Lie on your back, head to head with your partner, holding a stick between you.

Push your partner away.

Pull your partner towards you.

Level 2
Face your partner and hold a stick between you.

Kneel on one knee, with the other knee up.

Keep your bottom up off your heel.

Push your partner away.

Pull him towards you.

Repeat with the other knee up.

Level 3
Stand and put your feet wide apart and level. Hold a stick between you.

Push your partner away.

Pull him towards you.

FOOT EXERCISES

Sit with your legs out straight.

Bend one leg and put one arm around it. This side is resting.

Put the other hand up, palm facing you.

Open and shut your fingers and toes on one side. *R

Change hands and feet. *R

Place a basket in each corner of the room.

In the first put tennis balls, in the second beanbags, in the third blocks and in the fourth marbles.

Go to one corner of the room and take a tennis ball from the basket.

Move to another corner holding the tennis ball between the bottoms of both feet, and moving along on your bottom, hands and feet.

Put the tennis ball in the basket.

Transfer a beanbag by picking it up with your toes and walking with it to another basket.

Pick up a block and hold it between the bottoms of both feet.

Move along on your bottom, hands and feet to another corner and put it in another basket.

Take a marble to another basket by walking with it held under the toes of the other foot.

You can do this in any order.

CLASS ACTIVITY

Give each child a hoop.

Hold the hoop in front of you.

Put one foot through it and then the other.

Turn the hoop over your head and begin again. *R

Hold the hoop in front of you.

Jump '1-2' with your feet through the hoop and turn it over your head. *R

Skip in the hoop. *R

Finger-pops
Hold a blue 'Finger-pop' between the first finger and thumb of one hand and a yellow one in the other hand.

Make the palm of your hand face the ceiling as you hold your hand in front of you.

Squeeze one and then the other and see if the 'Finger-pop' will hit the ceiling. *R

GROUP ACTIVITIES

Cones
Pop-a-lots
Suckers
Suction darts
Target ball

Go-go
Slippery dip
Space hoppers

One rope and the low trapeze

Place the medium vaulting box at right angles to the beatboard and mats.

Place the high vaulting box beside the mats.

Run, jump on the beatboard and bunny jump onto the end of the box (Weight on Two Hands, 2.6).

Move to the other end of the box and jump down onto the mat. *R

Jump off the high box. *R

One set of outside equipment
Move along each piece of equipment looking asymmetrical.

Another set of outside equipment
Move along each piece of equipment looking symmetrical.

SYMMETRICAL AND ASYMMETRICAL SHAPES — LESSON 10
Being Curled and Stretched

INTRODUCTORY ACTIVITY

Keep the basket full.
or
Move around the room being asymmetrical and symmetrical.

GENERAL BODY MOVEMENT

Level 2
Stretch out and be symmetrical.

Level 3
Curl up and be asymmetrical.

Repeat the sequence being asymmetrical on the other side. * R

Level 2
Make the same stretched shape.

Level 1
Curl up and be asymmetrical.

Repeat the sequence being asymmetrical on the other side. * R

Put both sequences together and repeat once.

For progression make a sequence starting on level 1, moving to level 2 and back to level 1, then to level 3 and back to level 1.

WEIGHT ON TWO HANDS

Give each child a beanbag.

Put the beanbag in front of you.

Place your feet near the beanbag.

Put your hands on the floor at the top of it, leaving a space between them and the beanbag.

Jump your feet forward and back. *R

Place your feet on one side of the beanbag and your hands on the floor at the top of it.

Lift one foot high.

Jump from side to side on one foot holding the other foot in the air.

Repeat with the other foot.

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

One partner stand with feet apart on a line, and your hands slightly apart on the stick.

The other, put one hand on the stick between your partner's, and place the opposite foot back.

Try to pull your partner over the line.

Change hands and feet and repeat the action.

Change places with your partner.

Repeat the activity trying to push your partner back from the line.

FOOT EXERCISES

Sit with your legs out straight.

Bend one leg and put one arm around it. This side is resting.

Put the other hand up, palm facing you.

Open and shut your fingers and toes on one side. ***R**

Change hands and feet. ***R**

Place a basket in each corner of the room. In the first put tennis balls, in the second beanbags, in the third blocks and in the fourth marbles.

Go to one corner of the room and take a tennis ball from the basket.

Move to another corner holding it between the bottoms of both feet and moving along on your bottom, hands and feet.

Put the tennis ball in the basket.

Transfer a beanbag by picking it up with your toes and walking with it to another basket.

Pick up a block and hold it between the bottoms of both feet.

Move along on your bottom, hands and feet to another corner and put it in another basket.

Take a marble to another basket by walking with it held under the toes of the other foot.

You can do this in any order.

CLASS ACTIVITY

Suspend balls from the ceiling.

Line up in teams at one end of the room.

Run and jump to hit the ball with one hand.

Line up at the other end of the room. ***R**

Repeat using the other hand. ***R**

Run and jump to hit the ball with both hands. ***R**

GROUP ACTIVITIES

Finger-pops
Put one in each hand. Use your thumb and second finger and squeeze each 'Finger-pop' in turn. ***R**

Bumble puppy
Slippery dip
Space hoppers

One rope and the high trapeze
Place the medium vaulting box at right angles to the beatboard and mats.
Place the high vaulting box beside the mats.

Run and jump on the beatboard, bunny jump onto the end of the box.

Move to the other end of the box and jump down onto the mat. ***R**

Jump off the high box. ***R**

One set of outside equipment
Move along each piece of equipment looking asymmetrical.

Another set of outside equipment
Move along each piece of equipment looking symmetrical.

SYMMETRICAL AND ASYMMETRICAL SHAPES — LESSON 11
Using Hands

INTRODUCTORY ACTIVITY

Run around the room.

On stop, put a hand on each knee.

Run around the room.

On stop, put one hand on the knee on the same side.

Repeat putting the other hand on the knee on the other side.

Repeat these activities once more.

Right and left hands can be indicated if the children can differentiate.

GENERAL BODY MOVEMENT

Level 2
Curl up with a hand on each knee.

Level 1
Stretch out with one hand on the knee on the same side.

Repeat the sequence putting the other hand on the other knee.

Level 3
Be wide with both hands in the air. ***R**

For progression use different level combinations.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump both feet off the ground at the same time and put them down at the same time. *R

Jump one foot off the ground before the other and put one foot down before the other. *R

Ask the children for different combinations.

Jump both feet off the ground at the same time and put them down one before the other. *R

Jump one foot off the ground before the other and put both feet down at the same time. *R

PUSH AND PULL

Find a partner.

Give each pair a rope.

Fold the rope in halves by putting the ends together.

Fold the rope in quarters by putting the ends and the fold together.

Each of you hold one end of the folded rope with one hand.

Put the opposite foot back.

Pull your partner towards you.

Repeat this with the other hand and foot.

One of you hold each end of the folded rope.

The other hold the middle of the rope with both hands.

Put your feet apart.

Pull your partner towards you.

If you over-balance, jump with your feet apart in order to keep symmetrical.

Change positions on the rope.

FOOT EXERCISES

Lie on your back with both feet in the air.

Open and shut your fingers and toes. *R

Shake your feet in the air and lower them slowly to the floor.

Lie on your back with both feet in the air.

Open your fingers and shut your toes.

Open your toes and shut your fingers. *R

Shake your feet in the air and lower them slowly.

Stand on one leg and rest the hand on the same side.

Open the fingers and toes of the other hand and foot. *R

Repeat using your fingers and toes on the other side.

Give each child a tennis ball.

Sit and hold a tennis ball between the bottoms of both feet.

Roll onto your back and throw the ball over your head.

Retrieve the ball. *R

CLASS ACTIVITY

Suspend inflatable balls on elastic to a height above the children's reach.

Line up in teams at the end of the room.

Run and jump to hit the ball with one hand. Line up at the other end of the room. *R

Repeat using the other hand.

Run and jump to hit the ball with both hands. *R

Run and jump to catch the ball with both hands and pull it down to your chest. *R

GROUP ACTIVITIES

Place a basket on a chair and put three beanbags into it.

Throw three beanbags, underarm, into the basket, using one hand. *R

Change hands. *R

Stand an inflatable clown against a wall. Put three foam balls in a basket beside it.

Throw the beanbag overarm at an inflatable clown which will wobble when hit. * R

Throw the ball three times with one hand and three times with the other.

Play with hoops.
Give each child a hoop.

One rope and the low trapeze
Place the medium vaulting box at right angles to the beatboard and mats. Place the high vaulting box beside the mat.

Run and jump on the beatboard, bunny jump onto the end of the box.

Move to the other end of the box and jump onto the mat. *R

Jump off the high box. *R

One set of outside equipment
Move along each piece of equipment looking asymmetrical

Another set of outside equipment
Move along each piece of equipment looking symmetrical.

SYMMETRICAL AND ASYMMETRICAL SHAPES
With High and Low Parts

LESSON 12

INTRODUCTORY ACTIVITY

Run around the room.

On stop, stand very still. *R

This tests the children's reactions. Talk about whether the children look symmetrical or asymmetrical.

GENERAL BODY MOVEMENT

Level 1
Make a symmetrical shape, with both feet the highest part of you.

At the low level this is hard for children to comprehend. Explain that when making a shape at the low level with the foot as the highest part, the foot must not be raised to the medium level.

Level 2
Make an asymmetrical shape, with one foot low.

Repeat this sequence with the other foot low. * R

Level 2
Make a symmetrical shape with both hands the highest part of you.

Level 3
Make an asymmetrical shape with one hand low.

Repeat this sequence with the other hand low. * R

Put both sequences together and repeat them once.

For progression add a sequence at level 3 and level 1.
Put all three sequences together.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump both feet off the floor at the same time and put them down at the same time. *R

Jump one foot off the ground before the other and put one foot down before the other. *R

Ask the children for different combinations.

Jump both feet off the ground at the same time and put them down one before the other. *R

Jump one foot off the ground before the other and put both feet down at the same time. *R

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

One partner stand with feet apart and level and hands slightly apart on the stick. The other put one hand on the stick and push it to the floor against the pull of your partner who makes it slightly difficult but not impossible.

Pull it up again against the push of your partner.

Repeat with the other hand.

Change places with your partner. *R

FOOT EXERCISES

Sit with your legs out straight.

Hold your hands up in front of you, palms facing you.

Open your fingers and shut your toes.

Open your toes and shut your fingers. *R

Give each child a tennis ball.

Sit and hold a tennis ball between the bottoms of both feet.

Roll onto your back and throw the ball over your head. *R

Throw the ball forward from the sitting position. *R

CLASS ACTIVITY

Put baskets in the middle of the room, one in front of each team.

Line up in teams at the end of the room. Run and jump a basket, springing from one foot and landing on the other. Run and line up at the other end of the room. *R

This activity encourages the children to jump very high.

Suspend inflatable balls on elastic to a height above the children's reach.

Run and jump to catch the ball with both hands and pull it down to your chest. *R

GROUP ACTIVITIES

Cones
Pop-a-lots
Suckers

Bumble puppy
Go-go
Space hoppers

One rope and the high trapeze

Place the high vaulting horse near the beatboard and mats.
Place the medium vaulting box beside the mats.

Run and jump on the beatboard, hold the pommels and quick squat between them and land on the mat. *R

Bunny jump off the box. *R

Watch the position of the children's hands and feet before they bunny jump off.

One set of outside equipment
Move backward along the equipment looking symmetrical.

Another set of outside equipment
Move backward along the equipment looking asymmetrical with one hand high.

DIRECTION
Curling and Stretching

LESSON 13

INTRODUCTORY ACTIVITY

Run around the room, moving forward.

Run around the room moving backward.

Turn your head as you run to see where you are going.

How can you move sideways?

Ask for ideas from the children for the class to copy. Running with one leg crossing over the other or slip-stepping are the usual.

Move sideways.

Repeat moving to the other side.

GENERAL BODY MOVEMENT

Give each child a beanbag.

Level 1

Curl up on the beanbag.

Move forward to stretch out leaving your feet near the beanbag.

Curl up again.

Move backward to stretch out, leaving your hands near the beanbag.

Curl up again. ***R**

Level 2

Curl up on the beanbag.

Move sideways to be wide, leaving a hand and foot near the beanbag.

Curl up again.

Repeat to the other side. ***R**

Put both sequences together. ***R**

For progression, do the sequences in reverse.

WEIGHT ON TWO HANDS

Give each child a beanbag.

Put the beanbag in front of you.

Place your feet near the beanbag.

Put your hands on the floor at the top of it, leaving a space between them and the beanbag.

Jump your feet forward and back. ***R**

Place your feet on one side of the beanbag and your hands on the floor at the top of it.

Jump your feet from side to side. ***R**

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

Hold the stick between you.

Each of you put one foot back.

Push your partner away.

Change your feet and push again.

Pull your partner towards you.

Change feet and pull again.

Hold the stick between you.

One of you, put your hands on top of the stick and push it to the floor.

The other put your hands underneath the stick and pull it to the ceiling.

Change over.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. ***R**

Balance on your bottom and shake your hands and feet in the air.

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe.

Make the circle go around the other way. ***R**

Change legs. ***R**

Give each child a beanbag.

Stand up and open the toes of one foot over the beanbag.

Shut them and pick up the beanbag.

Throw the beanbag forward as far as you can. ***R**

Change feet. ***R**

If some children find this difficult, do not change their direction.

Throw the beanbag backward. ***R**

Change feet. ***R**

Throw the beanbag sideways across your other leg or away from it. ***R**

Change feet. ***R**

CLASS ACTIVITY

Give each child a beanbag.

Stand behind the beanbag.

Jump over the beanbag with your feet together and jump once more on the spot.

Turn around, jump back and jump once more on the spot. ***R**

Jump forward and back over the beanbag with a jump on the spot in between.

Stand beside the beanbag.

Jump sideways over the beanbag with your feet together. Jump once on the spot.

Jump 'one-two' back again. ***R**

This is the jump used for skipping. *Demonstrate how this jump is used when skipping with a rope. There may be a child in the class who can demonstrate.*

GROUP ACTIVITIES

Space hoppers
Tether ball

Pop-a-lots
Cones

One rope and the low trapeze
Place a mat on the beatboard and one at each side of it.
Place the high vaulting box beside the mats.

Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl up by putting your knees on your chest.

Roll a little sideways onto the mat beside you, going over on your shoulder. This is called a shoulder roll. *R

Practise rolling over onto the mat on the other side. *R

Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl up by putting your knees on your chest.

Place your hands down flat beside your ears.

Bring your knees over your shoulders onto the mat.

Press on your hands to lift your shoulders off the mat to allow room for your head to pass under. Your legs will go straight back over your head onto the mat to enable you to stand up.

This is a backward roll. *R

Bunny jump off the box. *R

Watch the position of the children's hands and feet before they bunny jump off.

One set of outside equipment
Move backward along each piece of equipment.

Another set of outside equipment
Move backward along each piece of equipment.

The children must be encouraged to turn their heads to watch where they are going.

DIRECTION — LESSON 14
Making Different Shapes on the Same Level

INTRODUCTORY ACTIVITY

Run forward around the room.

Run backward around the room. Turn your head as you run to see where you are going.

Move sideways around the room.

Repeat going the other way.

GENERAL BODY MOVEMENT

Give each child a hoop.

Level 2
Curl up in your hoop.

Move your hands forward into the space outside your hoop, leaving your feet inside, and stretch out.

Move backward and curl up.

Move your feet backward into the space outside your hoop, leaving your hands inside, and stretch out.

Move forward to curl up again. *R

Add: Curl up in your hoop.

Move one hand and one foot sideways into the space outside your hoop, leaving the other hand and foot inside and be wide.

Curl up again in your hoop.

Repeat to the other side.

Repeat the movements in sequence several times.

For progression, use other levels.

WEIGHT ON TWO HANDS

Put both feet inside the hoop with one hand inside and one hand outside.

Jump from side to side in and out of the hoop. *R

Lift your hands after each jump and move them forward in order to move right around the hoop.

Repeat in the other direction.

PUSH AND PULL

Find a partner and sit beside each other.

Give each pair a stick.

Lie on the floor on your tummy, head to head with your partner and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Roll onto your back, head to head with your partner and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Kneel down with your bottom touching your heels and hold the stick between you.

Push your partner away.

Pull your partner towards you.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs out straight.

Place one foot across your other knee and make a large circle in the air with your big toe. *R

Make the circle go around the other way. *R

Change legs. *R

Give each child a marble.

Stand and pick up a marble with one foot.

Walk with it to the other end of the room.

Walk back with the marble under your other foot.

Give each child another marble and a basket.

Pick up a marble with each foot, walk with them to the other end of the room and back again.

Stand and balance on one leg. Put one marble and then the other into a basket.

CLASS ACTIVITY

Give each child a ball.

Throw the ball underarm to the ceiling.

Let it bounce, then try to catch it. ***R**

Roll your ball along the floor and run to stop it with your feet. ***R**

Stop the ball with different parts of your body. ***R**

In this activity the children have to control the roll of the ball. This is difficult for poorly co-ordinated children. They have to move quickly to place themselves in front of the ball and they have to watch it carefully (eye-body co-ordination).

GROUP ACTIVITIES

Skip in a hoop or rope

Suckers
Suction darts
Target ball

One rope and the high trapeze
Place the high vaulting horse near the beatboard and mats.

Place the high vaulting box beside the mats.

Run and jump on the beatboard. Hold the pommels and quick squat between them. ***R**

Bunny jump off the box. ***R**

Check the position of the children's hands and feet before they bunny jump off.

One set of outside equipment
Move forward and then backward along each piece of equipment before moving to the next piece.

Another set of outside equipment
Move forward and then backward along each piece of equipment before moving to the next piece.

DIRECTION — LESSON 15
Making a Different Shape on each level

INTRODUCTORY ACTIVITY

Run around the room.

On stop, jump very high.

Land with your knees bent, your feet and knees slightly apart and facing straight forward.

Balance in this position. ***R**

GENERAL BODY MOVEMENT

Give each child a beanbag.
Put the beanbag in front of you.
Level 1
Stretch out.

Level 3
Curl up. Step over the beanbag.
Repeat the sequence.

Level 1
Curl up.

Level 3
Stretch out. Step over the beanbag.

Repeat the sequence.

Level 1
Stretch out.

Level 3
Curl up.

Step over the beanbag.

Level 1
Curl up.

Level 3
Stretch out. ***R**

For progression, reverse the order. ***R**

WEIGHT ON TWO HANDS

Stretch out on your hands and feet.

Jump your feet forward to curl up.

Jump your feet backward to stretch out. ***R**

Curl up on your hands and feet.

Jump your feet backward to be wide and forward to curl up. ***R**

Make a sequence of stretched, curled and wide.

Repeat this sequence several times, saying it to yourself as you do it.

PUSH AND PULL

Find a partner and face each other.

Give each pair a stick.

Hold the stick between you.

One partner put your hands underneath the stick and try to pull it to the ceiling.

The other, put your hands on top of the stick and push it to the floor.

Change over.

FOOT EXERCISES

Sit with your legs out straight.

Hold your hands up with your palms facing you.

Open and shut your fingers and toes. ***R**

Shake them in the air.

Open your fingers and shut your toes.

Change over. *R

Give each child a beanbag.

Pick up the beanbag with one foot and throw it forward twice.

Repeat with the other foot.

Throw it backward twice with each foot.

Throw it sideways, twice in one direction and then twice in the opposite direction with each foot.

Repeat this sequence once.

Throw your beanbag underarm to the ceiling. *R

Change hands. *R

Throw your beanbag overarm to the floor. *R

Think about the position of your feet. Talk to yourself as you throw (down, around and over).

Can you do this with the other hand?

Give each child a rope or hoop.

Skip in a rope or hoop.

bottoms of both feet. Build it as high as your legs will reach.

Suction darts.
Target ball

Mark the ball

One set of outside equipment
Move sideways in one direction along each piece of equipment and back in the opposite direction before moving on to the next piece.

Move up and down through the rungs of the ladder.

Another set of outside equipment
Move sideways in one direction along each piece of equipment, and back in the opposite direction before moving on to the next piece.

CLASS ACTIVITY

Give each child a beanbag.

GROUP ACTIVITIES

Build a tower of blocks using the

DIRECTION (DIAGONAL) LESSON 16
Stabilizing certain body parts

INTRODUCTORY ACTIVITY

Stand in the middle of the room.

Run to touch the four sides of the room.

Sit in the middle of the room when you have finished. *R

Place the vaulting horse in the middle of the room.

Stand beside the vaulting horse.

Run to touch the four corners of the room.

Touch the vaulting horse in the middle of the room before touching each corner .

This will make the children run diagonally.

Sit in the middle of the room when you have finished. *R

GENERAL BODY MOVEMENT

Give each child a beanbag.

Level 2
Curl up on the beanbag with a hand or foot at each corner.

Level 1
Keep one hand quite still and move your body to it and stretch out in the space near the corner.

Move back to curl up.

Repeat this action to the other hand.

The first part of the sequence may need to be repeated before the next part is added.

Level 3
Keep one foot quite still and move your body to it to be wide in the space near the corner.

Move back to curl up.

Repeat this action to the other foot.

Combine the movements to form a sequence. *R

For progression other combinations of levels can be used.

WEIGHT ON TWO HANDS

Be wide on your hands and feet.

Jump and land with both feet in the position of the right foot and stretch out.

Jump to be wide again.

Jump and land with both feet in the position of the left foot and stretch out.

Jump to be wide again.

Combine the movements to form a sequence. *R

PUSH AND PULL

Find a partner and sit beside each other facing in opposite directions.

Put your legs straight out in front of you.

Keep your bottoms next to each other.

Hook elbows with your partner.

Pull your partner towards you .

Put your hands flat against your partner's and push him away.

Swivel to face the opposite direction.

Repeat pulling and pushing.

FOOT EXERCISES

Sit with your knees bent and lift your feet off the floor.

Open and shut your fingers and toes. ***R**

Straighten your knees and lift your feet off the floor.

Bend and stretch them. ***R**

Place a basket in each corner of the room. Fill one basket with tennis balls, one with beanbags, one with blocks and the other with marbles.

Transfer a tennis ball, a beanbag, a block and a marble from one basket to another.

Explain what the word transfer means. Talk about other examples of the word.

CLASS ACTIVITY

Ask the class to form a circle. Stand in the middle holding a red beanbag in one hand and a blue one in the other.
Begin by throwing the red beanbag to a child. The child who has the red beanbag must hold it until the blue one has been thrown to the child next to him, and then he throws it back. The child with the blue beanbag must hold it until the red one has been thrown to the next child. You must only have one beanbag at a time.

Throw the red beanbag back to the teacher when she has thrown the blue one to the child next to you.

If she throws you a blue one, hold it until she has thrown the red one.

You must throw underarm very carefully so that the teacher can catch it easily as she has two beanbags to watch.

GROUP ACTIVITIES

Mark the ball

Bounce a ball to a helper
Finger-pops

Two ropes

Place the equipment in a line with the two vaulting boxes on their high legs, each side of the buck on its medium legs and a chair at each end of the boxes.

Climb onto a chair and move along the top of one of the boxes, step down onto the buck and crawl under it.

Climb back onto the buck and then move along the second box.

Get off using the second chair if necessary. ***R**

One set of outside equipment
Climb all over the equipment in different directions.

Another set of outside equipment
Climb over the equipment in different directions.

SMALL, LARGE AND WIDE BASES — LESSON 17
Different shapes on large and small bases

INTRODUCTORY ACTIVITY

Run around the room.

On stop, put a lot of your body on the floor.

This is a large base. The language used must be appropriate to the children in the class. Young children will not understand this and will need to be told 'a lot of' or 'a little bit' throughout the lesson.

Run again, and on stop, put a different lot of you on the floor.

Walk around the room.

On stop, put a little bit of you on the floor.

Walk again and on stop, put a different little bit of you on the floor.

GENERAL BODY MOVEMENT

Level 1
Make any shape on a large base.

Level 2
Make any shape on a large base.

Level 3
Make any shape on a large base.

Combine the movements to form a sequence. ***R**

Repeat the sequence, changing the large base into a small one by lifting as much of your body off the floor as you can.

Drop back onto the large base before moving to the next level. ***R**

WEIGHT ON TWO HANDS

Sit with your bottom, hands and feet on the floor.

Lift your bottom off the floor.

Jump one foot and then the other off the floor. ***R**

Jump both feet off the floor at the same time. ***R**

It is difficult to get them very high.

PUSH AND PULL

Find a partner and stand beside each other.

Give each pair a stick.

One of you stand with your feet apart on a line and your hands a little apart on the stick.

The other, put one hand on the stick in between your partner's and place the opposite foot back.

Pull your partner over the line.

Repeat with the other hand.

Change places with your partner and pull again.

Repeat, trying to push your partner over the line.

FOOT EXERCISES

Lie on the floor on your back.

You cannot see your feet, so you will have to think about them.

Hold your hands up where you can see them.

Open and shut your fingers and toes. *R

Shake them in the air.

Straighten your legs and lower them slowly.

Place a basket in each corner of the room. Fill one basket with tennis balls, one with beanbags, one with blocks and the other with marbles.

Move backward, transferring a tennis ball, a beanbag, a block and a marble from one basket to another.

CLASS ACTIVITY

Keep the basket full
or
Skip in a rope or a hoop.

GROUP ACTIVITIES

Finger-pops
Use each finger in turn on both hands.

Build a tower of blocks.

Two ropes

Place the high vaulting horse near the beatboard and mats.
Place the high vaulting box beside the mats.

Run and jump on the beatboard.

Hold the pommels and quick squat between them. *R

Bunny jump off the box. *R

Check the position of the children's hands and feet as they perform the movements.

One set of outside equipment
Put a lot of you on each piece of equipment as you move along it.

Another set of outside equipment
Put a lot of you on each piece of equipment as you move along it.

SMALL, LARGE AND WIDE BASES
Different shapes on wide bases

LESSON 18

INTRODUCTORY ACTIVITY

Move around the room on a large base.

Move around the room on a different large base.

Move around the room on a small base.

Move around the room on a different small base.

Hop on one foot.

On stop, be on a wide base.

Hop on the other foot.

On stop, be on a different wide base.

Explain to the children that a wide base has lots of small parts of the body taking the weight. Any shape can be on a wide base. Junior primary children find a wide base too difficult to comprehend. With careful teaching they may be able to make shapes on lots of small parts.

GENERAL BODY MOVEMENT

Level 1
Curl up on a wide base.

Level 2
Stretch out on a wide base.

Level 3
Be wide on a wide base. *R

If a sequence on wide bases is too difficult for the younger children, use small bases instead.
For progression, a second sequence can be added starting curled on level 2, stretched on level 3 and wide on level 1.
Do this several times.
Add the second sequence to the first.
A third sequence can be added by starting curled on level 3, stretched on level 1 and wide on level 2.
Do this several times.

Put all three sequences together and memorise them.

WEIGHT ON TWO HANDS

Be wide on your hands and feet.

Jump and land with both feet in the position of the right foot and stretch out.

Jump to be wide again.

Jump and land with both feet in the position of the left foot and stretch out. *R

Jump to be wide again.

Combine the movements to form a sequence. *R

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a rope.

Fold the rope into quarters.

One of you stand with your feet apart and level on a line, holding each end of the folded rope.

The other stand with one foot back and the opposite hand holding the middle of the rope.

Try to pull your partner over the line.

Change hands and feet and repeat the action.

Change places with your partner.

Repeat the activity, trying to push your partner back from the line.

FOOT EXERCISES

Lie on your tummy and bend your knees so that your feet are in the air.

Put your hands on your bottom so that you cannot see them.

Open your fingers and toes. ***R**

Roll over onto your back and shake your hands and feet in the air.

Straighten your legs and lower them slowly.

Lie on your tummy so that your feet are in the air.

Stretch your feet up and bend them down. ***R**

Roll over onto your back and shake your feet in the air.

Straighten your legs and lower them slowly.

Find a partner and sit facing each other.

Give each pair a tennis ball.

While balancing on your bottom, hold a ball between the bottoms of both feet and throw it for your partner to catch.

Your partner repeats the throw. ***R**

CLASS ACTIVITY

Finger-pops

GROUP ACTIVITIES

Mark the ball

Slippery dip
Tether ball
Skipping in a rope or hoop

One rope and the high trapeze
Place the medium vaulting box near the beatboard and mats.
Place the high vaulting box beside the mats.

Run and jump on the beatboard and bunny jump over the medium box. ***R**

Jump off the box. ***R**

One set of outside equipment
Hang underneath the equipment from a small base.

Another set of outside equipment
Move along each piece of equipment and lift as much of yourself off it as you can, to be on a small base.

SMALL, LARGE AND WIDE BASES
Each on a different level

LESSON 19

INTRODUCTORY ACTIVITY

Arrange stacking baskets around the room, either in lines or in a circle, depending on the available space.

Jump the baskets going from one foot to the other.

On stop, turn around and go the other way.

GENERAL BODY MOVEMENT

Level 1
Any shape on a large base.

Level 2
Any shape on a wide base.

Level 3
Any shape on a small base. ***R**

For progression a second sequence can be added beginning on a large base on level 2, a wide base on level 3 and a small base on level 1.

Do this several times.

Add the second sequence to the first.

A third sequence can be added beginning on a large base on level 3, a wide base on level 1 and a small base on level 2.

Do this several times.

Put the three sequences together and memorise them.

WEIGHT ON TWO HANDS

Be wide on a wide base.

Jump your feet into the air remaining wide.

Land on a wide base. ***R**

Be wide on a wide base.

Jump your feet into the air and click your feet together.

Land on a wide base. ***R**

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

Hold a stick between you.

Place your feet wide apart and level.

One of you put your hands underneath the stick and try to pull it to the ceiling.

The other put your hands on top of the stick and push it to the floor.

Change over. *R

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet down as hard as you can.

Bend them back. *R

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe.

Make the circle go around the other way. *R

Change legs. *R

Give each child a marble.

Walk with the marble under your foot to the other end of the room.

Walk back with the marble under the other foot.

Give each child another marble and a basket.

Walk with a marble under each foot to the other end of the room and back again.

Balance on one leg and put one marble and then the other into a basket.

CLASS ACTIVITY

Find a partner.

Give each pair a hoop.

One of you hold the top of the hoop with one hand to stop it from lifting off the floor.

Put the other hand at the side to stop the hoop from rolling away.

The other run through the hoop without touching it.

Turn and run through it again. *R

Change places with your partner. *R

Run through the hoop and around one side of it to make a circle. *R

Change places with your partner. *R

Run through the hoop, around one side of it, through the middle again and around your partner. *R (Figure of 8)

Ask what shape the children have made.

Do three figures of eight and change places.

GROUP ACTIVITIES

Finger-pops
Hop-skips

Place a basket on a chair and put three beanbags in it.

Throw three beanbags underarm into the basket using one hand.

Change hands. *R

Stand an inflatable clown against a wall. Put three foam balls in a basket beside it.

Throw overarm at an inflatable clown which will wobble when hit.

Throw three times with one hand and three times with the other.

One rope and the low trapeze

Place a mat on the beatboard and one each side of it on the floor.

Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl up by putting your knees on your chest.

Roll a little sideways onto the mat beside you, going over on your shoulder. This is called a shoulder roll .

Practise rolling over onto the mat on the other side.

Sit on the high end of the beatboard with your feet on the floor.

Lie back on the mat and curl up by putting your knees on your chest.

Place your hands down flat beside your ears.

Bring your knees over your shoulders onto the mat.

Press on your hands to lift your shoulders off the mat to allow room for your head to pass under. Your legs will go straight back over your head onto the mat to enable you to stand up.

This is a backward roll.

Place a high vaulting box on each side of the medium buck and a chair at each of the outside ends of the boxes.

Climb onto a chair, move along the top of one of the boxes, step down onto the buck and crawl under it.

Climb onto the buck again and onto the second box.

Move along it and get off the second chair. *R

One set of outside equipment
Move along each piece of equipment on a wide base.

Another set of outside equipment
Move along each piece of equipment on a wide base.

SMALL, LARGE AND WIDE BASES
Using Symmetrical and asymmetrical shapes

LESSON 20

INTRODUCTORY ACTIVITY

Run to touch three things in the room that are a long way from one another and then sit down.

Run and touch them again in the same order.

Run and touch the three things again and add one more.

Run and touch them all again in the same order, and then sit down.

GENERAL BODY MOVEMENT

Level 2
Make a symmetrical shape on a wide base.

Level 3
Make an asymmetrical shape on a small base.

Repeat this sequence, being asymmetrical on the other side.

Level 1
Make a symmetrical shape on a large base.

Repeat the whole sequence.

For progression use different levels.

WEIGHT ON TWO HANDS

Give each child a beanbag.

Curl up on your hands and feet.

Put the beanbag between your feet and as you jump them into the air, lift the beanbag up, holding it securely between your feet. ***R**

Repeat, lifting your feet up from one spot and putting them down in another. ***R**

PUSH AND PULL

Level 2
Find a partner and sit facing each other.

Cross your legs and shake right hands with your partner.

Pull your partner towards you.

Repeat with your left hand.

Repeat with both hands.

Put your right hand against your partner's right hand.

Push your partner away.

Repeat with your other hand.

Repeat with both hands.

Level 1
Repeat the level 2 activities on your tummy.

Level 3
Repeat the level 2 activities standing up.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet down as hard as you can.

Bend them back. ***R**

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe. ***R**

Make the circle go around the other way. ***R**

Change legs. ***R**

Give each child a beanbag.

Pick up the beanbag with your toes.

Put your hands on the floor.

Lift your foot up to throw the beanbag over your head. *** R**

Practise with the other foot. ***R**

Repeat using alternate feet.

CLASS ACTIVITY

Give each child a beanbag.

Throw your beanbag underarm to the ceiling. ***R**

Change hands. ***R**

Throw the beanbag overarm to the floor. ***R**

Think about the position of your feet. Talk to yourself as your throw (up, down, around and over).

Can you do this with the other hand?

GROUP ACTIVITIES

Suction darts
Target ball

Build a tower of blocks

Mark the ball

One set of outside equipment
Move along each piece of equipment on a large base, being symmetrical.

Another set of outside equipment
Move along each piece of equipment on a wide base, being asymmetrical.

RIGHT AND LEFT
Using different shapes on each level

LESSON 21

INTRODUCTORY ACTIVITY

Run around the room. On stop, put your right hand in the air.

Put it on the floor. *R

Run around the room. On stop, put your right hand on your right knee. Put it on your head. *R

GENERAL BODY MOVEMENT

Level 1
Curl up with your right hand on your head.

Level 2
Stretch out with your right hand on your right knee.

Level 3
Be wide with your right hand on the floor. *R

For progression, begin a second sequence curled on level 2, stretched on level 3 and wide on level 1.

Repeat this sequence once.

Combine the two sequences.

Add a third sequence being curled on level 3, stretched on level 1 and wide on level 2.

Repeat this sequence once.

Combine the sequences and memorise them.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Jump up with your right foot high. *R

Jump, making your right foot go sideways. *R

Level 3
Be stretched out with your right foot high and jump up on the left one. *R

PUSH AND PULL

Find a partner and sit with your legs crossed facing each other.

Give each pair a rope.

Fold a rope into quarters.

Each of you hold one end of the folded rope with your right hand.

Kneel on both knees with your bottom off your heels.

Pull your partner towards you.

Kneel on your left knee with your right knee up.

Pull your partner towards you.

Kneel on both knees with your bottom up off your heels and put your right hand flat against your partner's hand.

Push your partner away.

Kneel on your left knee with your right knee up and put your right hand against your partner's right hand.

Push your partner away.

FOOT EXERCISES

Sit with both legs out straight.

Open and shut the toes of your right foot. *R

Shake your right foot in the air.

Bend and stretch your right foot. *R

Shake your right foot in the air.

Rotate your right foot. *R

Shake your right foot in the air.

Give each child a beanbag.

Stand up.

Pick up the beanbag with your right foot.

Throw it forward. *R

Throw it backward. *R

Throw it to the right. *R

Put both hands on the floor.

Lift your foot up to throw the beanbag over your head. *R

With your hands on the floor, send the beanbag between your hands to score a goal. *R

The child's hands and arms form the goal posts.

CLASS ACTIVITY

The right and left game
Run around the circle to the right.

GROUP ACTIVITIES

Target ball
Hold the ball in your right hand and put your right foot back.

Cones held in the right hand.
Pop-a-lots held in the right hand (the red bulb will be hit with the left hand).

Bowl at skittles using the right hand.

Stand three skittles one in front of the other two. Place two foam balls with them.

Two suspended ropes together.
Place a mat on the beatboard and one on the floor on each side of it.

Do a shoulder or backward roll. *R

Place the two vaulting boxes on their medium legs one on each side of the buck on its high legs.

Climb over the buck and under the second box.

Climb out at the other end. *R

One set of outside equipment
Move along, through, over or around the equipment with your right foot high.

RIGHT AND LEFT
Using different shapes on each level

LESSON 22

INTRODUCTORY ACTIVITY

Run around the room. On stop, put your left hand in the air.

Put your hand on the floor. *R

Run around the room. On stop, put your left hand on your left knee.

Put your hand on your head. *R

GENERAL BODY MOVEMENT

Level 1
Curl up with your left hand on your head.

Level 2
Stretch out with your left hand on your left knee.

Level 3
Be wide with your left hand on the floor. *R

For progression, make a second sequence being curled on level 2, stretched on level 3 and wide on level 1.

Repeat this sequence once.

Combine the two sequences.

Add a third sequence, starting curled on level 3, stretched on level 1 and wide on level 2.

Repeat this sequence once.

Put the sequences together and memorise them.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Jump up with your left foot high. *R

Jump up making your left foot go out sideways. *R

Level 3
Be stretched out with your left foot high and jump up on the left one. *R

PUSH AND PULL

Find a partner and sit with your legs crossed, facing each other.

Give each pair a rope.

Fold a rope in quarters.

Each of you hold one end of the folded rope with your left hand.

Kneel on both knees with your bottom off your heels.

Pull your partner towards you.

Kneel on your right knee with your left knee up.

Pull your partner towards you.

Kneel on both knees with your bottom off your heels and put your left hand flat against your partner's left hand.

Push your partner away.

Kneel on your right keee with your left knee up and put your left hand against your partner's left hand.

Push your partner away.

FOOT EXERCISES

Sit with both legs out straight.

Open and shut the toes of your left foot. *R

Shake your left foot in the air.

Bend and stretch your left foot. *R

Shake your left foot in the air.

Rotate your left foot. *R

Shake your left foot in the air.

Give each child a beanbag.

Stand up.

Pick up the beanbag with your left foot and throw it forward. *R

Throw it backward. *R

Throw it to the left. *R

Put both hands on the floor.

Lift your foot up and throw the beanbag over your head. *R

With your hands on the floor, send the beanbag between your hands to score a goal. *R

The child's hands and arms form the goal posts.

CLASS ACTIVITY

The right and left game
Run to the left around the cirle.

GROUP ACTIVITIES

Target ball
Hold the ball in your left hand and put your left foot back.

Cones held in the left hand.
Pop-a-lots held in the left hand (the red bulb will be hit with the right hand).

Bowl at skittles using the left hand.
Stand three skittles one in front of the other two. Place 2 foam balls with them.

Two suspended ropes together
Place a mat on the beatboard and one on the floor on each side of it.

Do a shoulder or backward roll. *R

Place the two vaulting boxes on their medium legs one on each side of the buck on its high legs.

Climb under one of the boxes. Climb over the buck and under the second box.

Climb out at the other end. *R

One set of outside equipment
Move along, through, over or around the equipment with your left foot high.

RIGHT AND LEFT
Applied to different parts of the body

LESSON 23

INTRODUCTORY ACTIVITY

Run to touch three different things in the room that are a long way from one another, using your right hand.

Run and touch the three things again in the same order using your left hand.

Run to touch three more things in the room that are a long way from one another, using your right hand.

Run and touch the three things again in the same order using your left hand.

GENERAL BODY MOVEMENT

Level 1
Curl up with your head on your right knee.

Level 2
Stretch out with your right hand on your right knee.

Level 3
Be wide with your right knee on the floor. ***R**

Repeat this sequence using your left knee and your left hand.

For progression, make a second sequence being curled on level 2, stretched on level 3 and wide on level 1.

Combine the two sequences doing them on the right and then left sides.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump up, making your right foot high. ***R**

Make your left foot high. ***R**

Make both feet high. ***R**

Stretch out making your right foot high and jump up on the left one.

Make your left foot high. ***R**

PUSH AND PULL

Find a partner and sit beside each other.

Give each pair a wheel

One partner, kneel down, leaning on the wheel to make a table with your back.

Push the wheel forward as far as you can.

Pull it back, keeping the wheel under your shoulders as you bring it into your knees. ***R**

Give your partner a turn. ***R**

Push the wheel so far forward that you rest on your tummy. ***R**

Lean on the wheel to get up again, trying not to use your elbows.

Pull the wheel in to make a table again. ***R**

Give your partner a turn. ***R**

One of you lie on your tummy and the other kneel down to make a table. Hold the wheel between you.

With a push and a pull change positions. ***R**

FOOT EXERCISES

Sit with your legs out straight.

Open the toes of your left foot and shut the toes of your right foot.

Change. ***R**

Bend your right foot back and stretch your left foot forward.

Bend your left foot back and stretch your right foot forward. ***R**

Pick up the beanbag with your right foot using a different part of your body as a base. Throw it away in any direction. ***R**

Perform the activity using your left foot. ***R**

Make up another activity and do it three times with your left foot and three times with your right foot.

CLASS ACTIVITY

Bounce a ball in front of you with your right hand.

Catch the ball with your right hand cupped underneath it. ***R**

Catch the ball by grabbing from above with your right hand. ***R**

Repeat with your left hand.

Walk around the room bouncing and catching the ball with either hand. As you walk bounce the ball a little forward so that you walk towards it each time. ***R**

GROUP ACTIVITIES

Practise bowling at three skittles.

Give each child a tennis ball and place a hoop in front of each child.

Throw a ball underarm to the ceiling, let it drop into the hoop.

Catch it as it bounces up. ***R**

Practise with the other hand. ***R**

Two ropes
Place the beatboard in front of the mats.
Place the medium and high vaulting boxes beside the mats.

Jump up and down on the end of the beatboard four times.

Land on the mat. ***R**

Hold a stick up to encourage the children to jump higher.

Jump on the beatboard twice, then jump the stick. ***R**

Bunny jump off the medium or high box. ***R**

Check the position of the children's hands and feet.

One set of outside equipment
Move along, through or around the equipment with your right knee high.

Another set of outside equipment
Move along, through or around the equipment with your left knee high.

RIGHT AND LEFT
Using space

LESSON 24

INTRODUCTORY ACTIVITY

Divide the class into two groups, each at opposite ends of the room.

Point to the right side of the room.

On go, run down the right side of the room to the other end.

Point to the right side of the room again.

Talk about the right being on the other side of the room when facing the opposite direction.

On go, run down the right side of the room to the other end. ***R**

If the children are young, or have right and left confusion, a helper should run with them.

Point to the left side of the room.

Talk about driving on the left side of the road. Make the children aware that although they drive home on the opposite side of the road, it is still the left as they are facing the other direction.

On go, run down the left side of the room to the other end. ***R**

Mix the calls up so that the children have to think quickly which side to go.

Some may go down the middle. These children are often as confused as those who go down the wrong side.

GENERAL BODY MOVEMENT

Give each child a colour band.

Put the band on the floor in front of you to look like a number one.

Level 1
Move into the right-hand space and stretch out with your right hand and leg out sideways.

Sit down with the band in front of you again.

Move into the left-hand space and stretch out with your left hand and leg out sideways.

Sit down with the band in front of you again. ***R**

Level 2
Repeat the level 1 activities on level 2. ***R**

Combine the sequences and repeat them once.

For progression add a sequence on level 3 using the same movements as on level 1.

Put them together and memorise them.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Place your right foot out sideways.

Jump both feet into the air, keeping your right foot out to the side. ***R**

Put your left foot out to the side and jump. ***R**

Level 3
Curl up on your hands and feet.

Put your right foot up high.

Jump up on the other foot as far as you can. ***R**

Put your left foot up high and jump. ***R**

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

Each hold one end of the stick with your right hand. Put your left foot back.

Pull your partner towards you.

Repeat holding the stick with your left hand and with your right foot back.

Stand with your feet apart and level.

Put your hands flat against your partner's hands.

Push your partner away.

FOOT EXERCISES

Sit with your legs out straight.

Bend your left leg and put your left arm around it. This side is resting.

Put your right hand up with the palm facing you.

Open and shut the fingers and toes on your right side.

Shake them in the air.

Change hands and feet.

Open and shut the fingers and toes on your left side.

Shake them in the air.

Give each child a marble and put a basket of marbles and one of beanbags at each end of the room.

Walk with a marble under your right foot and put it into the basket at the other end of the room.

Walk with a marble under your left foot and put it into a basket where you began.

Repeat this activity using a beanbag.

CLASS ACTIVITY

The right and left game
Run to the right or left as the direction is called.

GROUP ACTIVITIES

Conduct these group activities as class activities.

Jump to hit suspended balls with your right and left hand in turn. ***R**

Jump over the baskets, first taking off from your left foot and landing on your right, then taking off from your right foot and landing on your left. ***R**

Practise taking off from your left foot and landing on both feet. *R

Practise taking off from your right foot and landing on both feet. *R

Bounce the ball to your partner using only your right hand to bounce and catch. *R

Repeat using your left hand.

Throw underarm to your partner using alternate hands to throw and catch. *R

REST AND BALANCE BASES — LESSON 25

Using different shapes on one level and a different shape on each level

INTRODUCTORY ACTIVITY

Run around the room.

On stop, stretch out on the floor and rest.

Run around the room.

On stop, curl up on the floor and rest.

Run around the room.

On stop, be wide and rest.

The parts of your body taking your weight are called your base. When you are resting you are on a rest base.

Run around the room.

On stop, stretch out on the floor and rest.

Lift as much of your body off the floor as you can.

You are balancing and you are on a balance base.

Repeat with curled and wide shapes.

GENERAL BODY MOVEMENT

Level 1
Curl up on a rest base.

Stretch out on a rest base.

Be wide on a rest base. *R

Make the same curled shape on a rest base.

Lift as much of you off the floor as you can to balance. Rest again.

Repeat this with the stretched and wide shapes.

A balance is achieved by lifting as much of the body off the ground as is possible. The resultant shape is hard to hold.

Level 1
Stretch out on a rest base, balance and rest.

Level 2
Curl up on a rest base, balance and rest.

Level 3
Be wide on a rest base, balance and rest. *R

For progression other combinations of levels can be used.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump your feet back to stretch out, and forward to curl up. *R

Curl up. Jump your feet back to stretch out to be wide. *R

Say the sequence to yourself as you do it. Curled, stretched, wide.

Ask the children for other combinations and teach them to say them as they do them. This will help them to remember the combination.

Make up other sequences and say them to yourself as you do them.

Wide, stretched, curled.
Stretched, curled, wide.

PUSH AND PULL

Find a partner and sit down beside each other.

Give each pair a stick.

Level 1
Stretch out, resting on your tummy, and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Level 2
Curl up, balancing on your knees.

Push your partner away.

Pull your partner towards you.

Level 3
Be wide, balancing on one foot.

Push your partner away.

Pull your partner towards you.

Repeat balancing on the other foot.

This is very difficult for some children. They can stand with their feet wide apart and resting.

FOOT EXERCISES

Sit with your legs out straight.

Hold your hands up in front of you with your palms facing you.

Open your fingers and shut your toes.

Open your toes and shut your fingers. *R

The children may need to practise opening and shutting their fingers and toes first.

Sit balancing on your bottom.

Hold your hands up in front of you with your palms facing you.

Open and shut your fingers and toes. *R

Give each child a beanbag.

Lift the beanbag up with the toes of

one foot and hop with it to the other end of the room.

Let the beanbag go, pick it up with the other foot and hop back again.

If you are unable to hop, you may walk to the other end of the room with the beanbag held by the toes of one foot.

Pick up the beanbag with the other foot and walk back.

CLASS ACTIVITY

Give each child a ball.

Throw the ball up to the ceiling and let it bounce on the floor. Try to catch it by cupping your hand underneath.

Do this five times, whether you catch it or not.

Repeat with your other hand.

Bounce the ball in front of you and try to catch it by cupping one hand underneath it.

Do this five times, whether you catch it or not.

Repeat with your other hand.

Bounce the ball five times and grab it from above with one hand.

Do this five times, whether you catch it or not.

Repeat with your other hand.*R

Make up another sequence using three different ball skills. Do them five times with each hand. *R

GROUP ACTIVITIES

Finger-pops
Use your thumb with each finger in turn.

Repeat with the other hand.

Pop-a-lots

Catch the ball in the cone five times using one hand.

Repeat five times with the other hand.

Bumble puppy
Go-go
Slippery dip
Space hoppers

One rope and the low trapeze
Place the equipment in a line with the two vaulting boxes on their high legs each side of the buck on its medium legs and a chair at each end of the boxes.

Climb onto a chair and move along the top of one of the boxes, step down onto the buck and move under it.

Climb onto the buck and onto the second box.

Move along it and get off, using the second chair if necessary. *R

One set of outside equipment.
Climb in and out, over and under and along the equipment.

Another set of outside equipment
Climb in and out, over and under and along the equipment.

REST AND BALANCE BASES — LESSON 26
Using a different shape on each level

INTRODUCTORY ACTIVITY

Run around the room. On stop, jump into the air and land balancing on your toes with your knees bent. Keep your knees and feet slightly apart.

Jump around the room in this position.

Repeat the activity once.

Run around the room. On stop, jump into the air and land.

Walk in this position around the room.

Repeat the activity once.

GENERAL BODY MOVEMENT

Level 1
Stretch out on a rest base.

Level 2
Curl up on a balance base.

Level 1
Move back to stretch out on a rest base.

Level 3
Be wide on a balance base.

Level 1
Move back to stretch out on a rest base. *R

This sequence uses levels 1-2-1-3-1. For progression use levels 2-3-2-1-2, and levels 3-1-3-2-3.

WEIGHT ON TWO HANDS

Level 2
Curl up on your hands and feet.

Take off from both feet and be any shape in the air. *R

Level 2
Take off from one foot and be any shape in the air. *R

Take off from the other foot. *R

Level 3
Take off from one foot and be stretched out in the air. *R

Take off from the other foot. *R

PUSH AND PULL

Find a partner and sit beside each other, facing opposite directions.

Put your legs out in front of you and keep your bottoms next to each other.

Hook elbows with your partner.

Pull your partner towards you.

Put your hands flat against your partner's hands and push each other away.

Swivel around to face the other way.

Repeat pushing and pulling.

FOOT EXERCISES

Lie on your back with your legs out straight.

Bend and stretch your ankles. * R

Sit and bend your knees. Lift your feet off the floor.

Open and shut your fingers and toes. * R

Give each child a beanbag.

Hold the beanbag between the toes of one foot while you are on a rest base.

Make up ways of throwing the beanbag.

Repeat with the other foot.

Make up ways of throwing the beanbag while you are on a balance base.

CLASS ACTIVITY

Make up a sequence using three different ball skills.

Do them with each hand five times. *R

Make up another sequence using a different combination of ball skills.

Repeat them once.

GROUP ACTIVITIES

Finger-pops
Use your thumb with each finger in turn.

Repeat with the other hand.

Pop-a-lots
Catch the ball in the cone five times with one hand and five times with the other.

Cones
Catch the ball five times with each hand.

Practise skipping in a rope or a hoop.
Space hoppers
Slippery dip
Bumble puppy

One rope and the high trapeze
Place the high vaulting horse near the beatboard and mats.
Place the mats beside the high vaulting box.

Run and jump on the beatboard, hold the pommels and quick squat between them. *R

Jump off the box. *R

One set of outside equipment
Hang under the equipment.

Try to move while hanging underneath.

Another set of outside equipment
Hang under the equipment.

Try to move while hanging underneath.

REST AND BALANCE BASES — LESSON 27
Using symmetrical and asymmetrical shapes

INTRODUCTORY ACTIVITY

Keep the basket full.

Use one hand to bring the beanbag back to the basket. During the second game use your other hand. During the third game, use one hand and then the other.

OR

Run around the room. On stop, jump into the air and land balancing on your toes with your knees bent.

Keep your knees and feet slightly apart.

Jump around the room in this position.

Repeat the activity once.

Run around the room. On stop, jump into the air and land.

Walk in this position around the room.

Repeat the activity once.

GENERAL BODY MOVEMENT

Level 2
Curl up and be symmetrical on a rest base.

Level 3
Be wide and asymmetrical on a balance base.

Level 2
Curl up and be symmetrical on a rest base.

Level 1
Stretch out and be asymmetrical on a balance base.

Level 2
Curl up and be symmetrical on a rest base.

Repeat this sequence being asymmetrical on the other side on levels 3 and 1.

This sequence uses levels 2-3-2-1-2. For progression use levels 3-1-3-2-3 and levels 1-2-1-3-1.

WEIGHT ON TWO HANDS

Curl up on your hands and feet.

Jump both feet off the floor at the same time and put them down at the same time.

Jump one foot off the floor before the other and put one foot down before the other.

Jump both feet off the floor at the same time and put them down one at a time.

Lift one foot off the floor before the other and put both feet down at the same time.

PUSH AND PULL

Find a partner and stand facing each other.

Shake hands with your right hand and put your left foot back.

Pull your partner towards you.

Repeat with the other hand and foot.

Repeat with both hands placing your feet apart and level.

Put your right hand flat against your partner's right hand and your left foot back.

Push your partner away.

Repeat with your left hand and foot.

Repeat with both hands and put your feet apart and level.

FOOT EXERCISES

Stand on both feet and lift your heels off the ground at the same time. * R

Repeat the activity, lifting one foot off the ground and then the other. *R

At each end of the room place baskets containing beanbags, blocks, tennis balls, and marbles.

Hold a block between the bottoms of both feet.

Move to the other end of the room on your bottom, hands and feet and place it in a basket.

Transfer a tennis ball in the same way.

Transfer a beanbag by picking it up with your toes and walking with it to a basket at the other end of the room.

Transfer a marble in the same way.

CLASS ACTIVITY

Find a partner.

Give each pair a hoop.

One partner hold the top of the hoop with one hand to stop it from lifting off the floor.

Put the other hand at the side to stop the hoop from rolling away.

The other partner runs through the hoop without touching it.

Turn and run through it again. *R

Change places with your partner.

Hold the hoop for your partner to run through.

Run through the hoop and around one side of it to make a circle. *R

Change over. *R

Run through the hoop, around one side of it, through the middle again and around your partner (figure of eight).

Do three figures of eight and change over.

If the children are able to cope with a race, after each of them have done three figures of eight they can sit down, back to back, in the hoop to decide who is first.

GROUP ACTIVITIES

Finger-pops
Hop-skip
Suckers

Practise skipping in a hoop or rope.
Go-go
Bumble puppy
Climb around the slippery dip.

One rope and the low trapeze
Place the high vaulting box near the beatboard and mats.

Place the other high vaulting box beside the mats.

Run and jump on the beatboard and bunny jump over the box. *R

If you find this difficult, climb onto the box and bunny jump off.

Jump off the other box. *R

One set of outside equipment
Move along the equipment on a rest base. Somewhere along the equipment balance by lifting as much of yourself as you can into the air, being asymmetrical.

Another set of outside equipment
Move along the equipment on a rest base. Somewhere along the equipment balance by lifting as much of yourself as you can into the air, being asymmetrical.

REST AND BALANCE BASES
Using space and any shapes

LESSON 28

INTRODUCTORY ACTIVITY

Run to touch three different things in the room that are a long way from one another.

Run and touch the same things in the same order.

Run and touch the same things in a different order. *R

GENERAL BODY MOVEMENT

Give each child a colour band.

Put the band in front of you to look like a take-away sign.

Level 1
On one side of the band, make any shape on a rest base.

Level 2
Step over to the other side of the band and make any shape on a balance base. *R

Level 2
On one side of the band make any shape on a rest base.

Level 3
Step over to the other side of the band and make any shape on a balance base. *R

Put both sequences together and repeat them once.

For progression, do the sequences in reverse.

WEIGHT ON TWO HANDS

Give each child a colour band.

Place the band in front of you to look like a number one.

Put your hands on the floor at the top of the band and your feet to one side of it.

Jump your feet sideways across the band to the other side and back. *R

Turn your band to look like a take-away sign.

Place your feet near the band.

Put your hands down on the other side of the band, leaving a space between them and the band.

Jump your feet forward and back. *R

PUSH AND PULL

Find a partner and sit beside each other.

Give each pair a wheel.

One partner, kneel down, leaning on the wheel to make a table with your back while the other waits.

Push the wheel forward as far as you can.

Pull the wheel back, keeping it under your shoulders as you bring it into your knees. *R

Give your partner a turn.

Push the wheel forward so far that you land on your tummy.

Lean on the wheel to get up again. Try not to use your elbows.

Pull the wheel in to make a table again. *R

Give your partner a turn.

One of you lie down on your tummy and the other kneel down to make a table with your back.

Hold the wheel between you.

With a push and a pull, change positions. *R

FOOT EXERCISES

Stand on one leg and put the other foot out in front of you.

Make a large circle with your big toe, moving your foot at the ankle. *R

Make the circle go around the other way. *R

Repeat with the other foot.

Stand on one leg and put your foot out in front of you.

Stretch your foot down as far as you can.

Bend it back. *R

Repeat with the other foot.

Place baskets at one end of the room and give each child two marbles.

Walk to the other end of the room with two marbles under one foot.

Pick the marbles up with the other foot and walk them back again. *R

Stand on one leg. Put both marbles into the basket.

If you cannot do this, put one in at a time.

CLASS ACTIVITY

Give each child a hoop.

Hold the hoop in front of you, step through it and turn it over your head.

Continue turning the hoop, jump 1-2 in it then turn the hoop over your head.

If you can skip, take a skipping rope and skip to fifty, or until you are tired.

GROUP ACTIVITIES

Blocks
Hop-skip

Pop-a-lots
Cones
Suction darts
Target ball

Two suspended ropes
Place the high vaulting box near the beatboard and mats.
Place the other high vaulting box beside the mats.

Run, jump on the beatboard, and bunny jump over the box. *R

If you find this difficult, climb onto the box and bunny jump off.

Jump off the other box. *R

One set of outside equipment
Move along, around, through, under and over the equipment.

Another set of outside equipment
Move along, around, through, under and over the equipment.

SPACE — LESSON 29
Using symmetrical and asymmetrical shapes

INTRODUCTORY ACTIVITY

Run to touch three corners of the room and sit down.

Run to touch them again in the same order.

Run to touch the fourth corner of the room and two of those already touched.

Run and touch these three corners again in the same order.

GENERAL BODY MOVEMENT

Give each child a colour band.

Put the band down in front of you to look like a number one.

Level 1
Curl up and be symmetrical on the band.

Level 2
Move to the space on one side of the band.

Stretch out and be asymmetrical.

Level 1
Move back to be on the band.

Curl up and be symmetrical.

Level 2
Move to the space on the other side of the band.

Stretch out and be asymmetrical.

Repeat this sequence several times.

Level 1
Curl up and be symmetrical on the band.

Level 3
Move to the space on one side of the band.

Stretch out and be asymmetrical.

Level 1
Move back to be on the band.
Curl up and be symmetrical.

Level 3
Move to the space on the other side of the band.

Stretch out and be asymmetrical.

Repeat this sequence several times.

Put both sequences together and repeat them once.

WEIGHT ON TWO HANDS

Give each child a colour band.

Put the band in front of you to look like a number one.

Put your hands and feet on the floor at the top of the band.

Jump your feet back to the space at the other end of the band.

Jump them forward again. ***R**

Put the band down in front of you to look like a take-away sign.

Put your hands down on the other side of it and your feet at one end.

Jump your feet to the other end and back. ***R**

PUSH AND PULL

Find a partner and stand facing each other.

Give each pair a stick.

Hold the stick between you.

One of you put your hands underneath the stick and try to pull it to the ceiling.

The other put your hands on top of the stick and push it to the floor.

Change over. ***R**

Sit facing each other with your legs crossed.

Hold the stick with one hand.

Pull your partner towards you.

Change hands and pull again.

Put both hands against your partner's hands.

Uncross your legs but keep them bent.

Push your partner away.

FOOT EXERCISES

Sit with your legs out straight.

Put your hands up, palms facing you.

Open the fingers and toes on one side, while you shut the fingers and toes on the other side.

Change them. ***R**

Open the fingers on one hand and the toes on the opposite foot.

Shut the other fingers and toes.

Change them ***R**

CLASS ACTIVITY

Give each child a hoop or rope.

Turn the hoop over your head and jump 1-2.

Skip in a rope.

GROUP ACTIVITIES

Blocks

Suction darts
Target ball

Two suspended ropes
Place the high vaulting box at right angles to the beatboard.

Place the other high vaulting box beside the mats.

Run, jump on the beatboard and bunny jump onto the end of the box.

Move to the other end of it and jump down onto the mat. ***R**

A leapfrog off the box is a good way to get off if you can do it.

Jump or bunny jump from the other box. ***R**

Check the position of the children's hands and feet.

One set of outside equipment
Move along the top of the equipment being symmetrical.

Hang underneath the equipment being asymmetrical.

Another set of outside equipment
Move along the top of the equipment being symmetrical.

Hang underneath the equipment being asymmetrical.

SPACE
High and low parts on the right and left sides

LESSON 30

INTRODUCTORY ACTIVITY

Run to touch three corners of the room and sit down.

Run and touch them again in the same order.

Run to touch the fourth corner of the room and two of those already touched.

Run and touch them again in the same order.

GENERAL BODY MOVEMENT

Give each child a colour band.

Put the band down in front of you to look like a number one.

Sit at one end of the band.

Level 1
Move to the right-hand space and make your right foot high using any shape.

Move back to sit at the end of the band.

Move to the left-hand space and make your left foot high using the same shape.

Move back to sit at the end of the band.

Step over the band to the other end of it and make both feet low.

Sit back at the end of the band. ***R**

Level 2
Move to the right-hand space and make your right foot high using any shape.

Move back to sit at the end of the band.

Move to the left-hand space and make your left foot high.

Move back to sit at the end of the band.

Step over the band to the other end of it and make both feet low.

Sit back at the end of the band. ***R**

Put both sequences together and repeat once.

WEIGHT ON TWO HANDS

Give each child a colour band.

Put the band in front of you to look like a take-away sign.

Put your hands down at one end of the band and your feet beside them, away from the band.

Jump your feet to the other end of the band.

Move your hands to the other end and begin again. ***R**

PUSH AND PULL

Find a partner and stand beside each other.

Give each pair a stick.

One partner, stand with your feet apart and level on a line, holding the stick with a gap between your hands.

The other stand with one foot back and the opposite hand holding the middle of the stick.

Try to pull your partner over the line.

Change hands and repeat the action.

Change places with your partner.

Repeat the activity trying to push your partner back from the line.

FOOT EXERCISES

Stand on your left leg and put your right leg out in front of you.

Open and shut your toes. ***R**

Shake you right foot.

Change feet. ***R**

Give each child a beanbag.

Pick up a beanbag with your right foot and throw it forward twice.

Throw it twice with your left foot.

Throw it backward twice with each foot in turn.

Throw it sideways to the left and then to the right with each foot in turn.

Repeat the sequence once.

Put your hands and feet on the floor.

Pick up the beanbag with your right foot and throw it forward over your head twice.

Throw it twice with your left foot.

Throw the beanbag between your hands twice with each foot.

Show me another way of throwing the beanbag with your feet.

Throw it twice with each foot.

Repeat the sequence once.

CLASS ACTIVITY

Give each child a hoop.

Stand in the hoop and jump 1-2 forward over the edge.

Jump 1-2 back again.

Jump forward 1-2, and back, 1-2, keeping the continuity of the jump.

Stand in the hoop near the side, jump sideways, 1-2, and back again. ***R**

Keep the continuity of the jump.

As you jump, move around the hoop back to the beginning again.

Turn and jump around the hoop in the other direction.

GROUP ACTIVITIES

Practise skipping in a hoop or rope.

Practise skipping in a rope which is being turned for you.

Space hoppers

One rope and the high trapeze
Place the high vaulting box near the beatboard and mats.

Place the other high box beside the mats.

Run, jump on the beatboard and bunny jump over the box. *R

If you find this difficult, climb onto the box and bunny jump off.

Bunny jump off the other box. *R

Check the position of the children's hands and feet.

One set of outside equipment
Move along and around each piece of equipment making your right foot high.

Another set of outside equipment
Move along and around each piece of equipment making the left foot high.

SPACE — LESSON 31
Using small, large and wide bases

INTRODUCTORY ACTIVITY

Stand at one end of the room.

Run to the other end of the room and put a lot of you on the floor. This is a large base. *R

Stand at one side of the room.

Run to the other side of the room and put a little of you on the floor. This is a small base. *R

Run anywhere around the room.

On stop, put lots of little parts of you on the floor. This is a wide base.

Repeat this once.

GENERAL BODY MOVEMENT

Give each child a beanbag.

Sit behind the beanbag with your legs crossed.

Level 1
Stand, keeping your legs crossed and move to one end of the beanbag.

Make any shape on a large base.

Level 2
Move around the beanbag to the next space.

Make any shape on a small base.

Using space around a beanbag can be confusing to some children. In order to overcome this it is a good idea to ask the children to step into each space in turn before they make their shapes. They must also step into the spaces going around the beanbag in the opposite direction.

Level 3
Move around the beanbag to the next space.

Make any shape on a wide base.

Sit behind the beanbag again.

Repeat the sequence going around the beanbag the other way.

If they can understand clockwise and anti-clockwise, designate which way the children are to go.

Put the sequences together and repeat them once.

For progression other level combinations can be used.

WEIGHT ON TWO HANDS

Be a wide shape on a wide base.

Jump your feet in to be curled and back to be wide again. *R

Be wide, jump your feet in to be curled and then out to be stretched.

Repeat this sequence several times, saying it to yourself as you do it.

Practise saying the sequences with the children.

Ask the children for another combination.

Make another sequence, say it to yourself and then repeat it several times.

PUSH AND PULL

Find a partner and sit down beside each other.

Give each pair a stick.

Level 1
Lie on the floor, head to head with your partner and hold the stick between you.

Push your partner away.

Pull your partner towards you.

Level 2
Put one hand and both knees on the floor and hold the stick between you with your free hand.

Push your partner away.

Pull your partner towards you.

Change hands and repeat the activity.

Level 3
Stand on one leg and hold the stick between you with both hands.

Push your partner away.

Pull your partner towards you.

If you are thrown off balance, hop around.

Change feet and repeat the activity.

FOOT EXERCISES

Lie on your tummy and bend your knees so that your feet are in the air.

Open and shut your toes. *R

Roll onto your back and shake your feet in the air.

Lie on your tummy and bend your knees.

Put your hands on your bottom so that you cannot see them. You will have to think about them.

Open and shut your fingers and toes. *R

Roll onto your back and shake your feet in the air.

Straighten your knees and lower your feet slowly to the floor.

Give each child two marbles and place baskets at one end of the room.

Walk with one marble under your foot to the other end of the room.

Pick it up with the other foot and walk back again.

Walk with one marble under each foot to the other end of the room and back again.

Walk with two marbles under one foot to the other end of the room.

Pick the marbles up with your other foot and walk back again.

Stand on one leg and put the marbles into a basket. If you cannot do this, put one in at a time.

CLASS ACTIVITY

Give each child a tennis ball.

Bounce the ball in front of you and try to catch it by cupping one hand underneath.

Do this five times, whether you catch it or not.

Repeat, trying to catch the ball by grabbing it from above with one hand.

Do this five times whether you catch it or not.

Repeat with the other hand. *R

Roll your ball along the floor. Run and stop it with your hands. *R

Roll the ball again, stopping it with different parts of your body. *R

GROUP ACTIVITIES

Practise skipping in a hoop or rope.

Cones
Pop-a-lots
Target ball

Bumble puppy
Go-go
Space hoppers

One rope and the low trapeze
Place the high vaulting box near the beatboard and mats.

Place the other high box beside the mats.

Run, jump on the beatboard and bunny jump over the box. *R

If you find this difficult, climb onto the box and bunny jump off.

Jump off the other box. *R

One set of outside equipment
Put a lot of you on the equipment as you move over it.

Another set of outside equipment
Put a little bit of you on the equipment as you move over it.

SPACE
Strength and relaxation

LESSON 32

INTRODUCTORY ACTIVITY

Run around the room stamping heavily.

On the teacher's call, run lightly around the room. *R

GENERAL BODY MOVEMENT

Give each child a beanbag.

Sit behind the beanbag with your legs crossed.

Level 1
Stand, keeping your legs crossed and move to one end of the beanbag going clockwise or to the left.

Curl up being quite relaxed.

While still curled, stiffen yourself and then relax.

Level 2
Move around the beanbag clockwise to the next space.

Stretch out, being quite relaxed.

While still stretched out, stiffen yourself and then relax.

Level 1
Move around the beanbag clockwise to the next space.

Make the same curled shape and be quite relaxed.

While still in a curled shape, stiffen yourself and then relax.

Repeat this sequence moving anticlockwise around the beanbag. *R

For progression use levels 2 and 3 and then levels 3 and 1.

WEIGHT ON TWO HANDS

Give each child a beanbag.

Curl up on your hands and feet and hold the beanbag between your feet.

Jump your feet off the ground, but do not let the beanbag go. *R

Jump your feet off the floor from one spot and put them down in another, still holding the beanbag. *R

Jump your feet off the floor and throw the beanbag away in any direction. *R

PUSH AND PULL

Find a partner and sit facing each other.

Give each pair a stick.

Level 2
Put one hand and both knees on the floor.

Hold the stick crosswise between you with your free hand.

Pull your partner towards you.

Change hands. *R

Put one hand and your bottom on the floor.

Put your other hand against your partner's hand.

Push your partner away.

Change hands and push again.

FOOT EXERCISES

Lie on your tummy and bend your knees so that your feet are in the air.

Put your hands on your bottom.

Open and shut your fingers and toes. *R

Roll over and shake your feet in the air.

Straighten your knees and lower them slowly to the floor.

Lie on your tummy again.

Open your fingers and shut your toes.

Open your toes and shut your fingers.* R

Roll over and shake your feet in the air.

Straighten your knees and lower them slowly to the floor.

Give each child a beanbag and place baskets across the room.

Pick up a beanbag with one foot and throw it into a basket. *R

Change feet. *R

Stand quite close to the basket and as you succeed move back a little.

CLASS ACTIVITY

Give each child a tennis ball.

Bounce the ball on the floor with one hand and as it rises, hit it to the floor again. *R

Repeat with the other hand.

Count how many times you can bounce the ball using one hand.

See if you can better your score using the other hand.

Pat bounce the ball with alternate hands counting how many times you can bounce it.

Try to beat your own score.

GROUP ACTIVITIES

Practise skipping in a hoop or rope.

Practise skipping in a rope turned for you.

Cones
Pop-a-lots
Target ball

One rope and the high trapeze
Place the high vaulting box near the beatboard and mats.
Place the other high vaulting box beside the mats.

Run and jump on the beatboard, hold the pommels and quick squat through to land on the mat. *R

Bunny jump off the other box. *R

Check the position of the children's hands and feet.

One set of outside equipment
Hang underneath each piece of equipment and be strong.

Another set of outside equipment
Hang underneath each piece of equipment and be strong.

Lessons for Very Handicapped Children

Some very handicapped children are unable to participate in lessons for the more normal performers. Their performance level is low, they are easily distracted, and their body awareness poor. They are often restless and inattentive and cannot listen carefully to instructions. Educational gymnastics as described for poorly co-ordinated children in the last chapter, require children to listen to language, interpret it and create what has been asked of them. As some very handicapped children cannot do this, the interpretations for the General Body Movement have to be made by the teacher and the instructions must be directive. The progress is slow, but repetition is varied lesson by lesson in order to stimulate interest. The complete break-down of skills has been made for these children and the lessons which follow show how these simple forms can be introduced gradually.

Some children have to be bodily manipulated into the various shapes, some can copy their helpers when they are shown what to do, and others can copy the performance of the teacher, but few can understand the instructions directly from her. Modelling is an important aspect of the education of very handicapped children. Once this takes place, awareness begins to develop. The teacher must gauge the performance level of each child in her class and work very closely with the helper of each child in order to maintain individual progression. In order to do this successfully, the numbers in the class must be kept to a minimum. This will depend on the experience and ability of the teacher to cope. Nine or ten children working on a one-to-one basis would be an absolute maximum. As well as the noise made by many very handicapped children, there is additional noise made by the helpers as they direct their charges. It becomes impossible to cope with too many children if the noise level is high. This must be kept to a minimum.

Twenty-four lessons have been described in the following pages. The first twelve have been written as complete lessons. The other twelve are recorded under a different system (see p. 154). Lessons 13-24 have been clearly numbered so that they can be re-written in the usual form if so desired.

Because of the slow progression when teaching very handicapped children the lessons are prepared differently from those used for poorly co-ordinated children.

Each activity is prepared according to the progressive stages of the children, rather than being influenced by the theme.

CURLED AND STRETCHED SHAPES

LESSON 1

INTRODUCTORY ACTIVITY

Stand beside me at one end of the room.

When I roll the ball to the other end of the room, run to race it before it hits the wall.

Get the ball and let us try again.

Use an inflatable ball as it tends to slow before hitting the wall.

GENERAL BODY MOVEMENT

Use a ball to show the children a round shape.

Curl up your body to look like a ball.

Curl up and put another part of your body on the floor.

Find another part of your body to lean on and curl up again. *R

Use a stick to show the children a long stretched shape.

Stand up and stretch up to look like this stick.

Lie down and stretch out on another part of your body.

Find another part of your body to lean on and stretch out again. *R

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

Move backward around the room on your bottom, hands and feet.

Move forward around the room on your hands and feet while looking at the floor.

Move backward around the room on your hands and feet.

PUSH AND PULL

Give each child a wheel.

Sit with your legs out in front of you.

Keep your legs straight all the time.

Put your feet apart, hold the wheel in your hands and push it as far forward as you can without bending your knees.

Pull it back. *R

Put your feet together.

Put the wheel at the side.

Push it out sideways as far as you can.

Pull it back.

Put the wheel at the other side of you.

Push it out sideways.

Pull it back. *R

FOOT EXERCISES

Sit with your legs crossed.

Put both your hands on the floor and push yourself up keeping your legs crossed until you are standing, then uncross them.

This must be encouraged each time the children stand up.

Give each child a fluffy tennis ball. Scatter baskets between the children.

Sit, holding the ball between the bottoms of both feet.

Lift the ball into a basket and let it go. *R

Pick up the ball again between both feet and move back from the basket.

Throw the ball into the basket. *R

CLASS ACTIVITY

Stand several inflatable clowns at the other end of the room.

Stand behind one another looking at a clown.

It will wobble if you hit it with your hand.

On go, the front person run and hit the clown over as hard as you can.

When you have done this, the next person run while you are running back ready for another turn. *R

GROUP ACTIVITIES

Put a knot in the bottom of the rope.

Sit on the knot of the rope.

Sit on the low trapeze.

Jump off the low buck onto the mat.

Space hoppers

Hit a suspended inflatable plastic ball.

Free climbing on the outside equipment.

When classes are small, each Group Activity can be conducted as a Class Activity.

CURLED AND STRETCHED SHAPES
On different bases

LESSON 2

INTRODUCTORY ACTIVITY

Run forward around the room into all the spaces instead of going round and round the room in a circle.

Walk forward around the room.

Jump forward with your feet together.

Move forward on your hands and feet.

Move forward on your bottom, hands and feet.

GENERAL BODY MOVEMENT

Curl up on your back.

Roll over onto your knees and back.

Roll the other way. *R

Stretch out on your back.

Roll over onto your tummy and back.

Roll the other way. *R

WEIGHT ON TWO HANDS

This was included in the Introductory Activity.

PUSH AND PULL

Give each child a wheel.

Sit with your legs out in front of you. Keep your knees straight all the time.

Put your feet apart and push the wheel with your hands as far forward as you can without bending your knees.

Pull it back. *R

Put your feet together.

Put the wheel at the side.

Push it sideways as far as you can.

Pull it back.

Put the wheel at the other side of you.

Push it out sideways.

Pull it back. *R

Hide the wheel behind your back.

Push it back as far as you can reach.

Pull it in again. *R

FOOT EXERCISES

Sit with your legs crossed.

Put both your hands on the floor and push yourself up keeping your legs crossed until you are standing, then uncross them.

Give each child a fluffy tennis ball.

Scatter baskets between the children.

Sit, holding the ball between the bottoms of both feet.

Lift the ball into a basket and let it go. *R

Pick up the ball again between both feet.

Move back from the basket.

Throw the ball into the basket. *R

CLASS ACTIVITY

Place some inflatable clowns in a circle.

Run around the circle, hitting over each clown as you come to it.

Run in the opposite direction. *R

GROUP ACTIVITIES

Place heaps of beanbags at one end of the room. There should be a different coloured heap of beanbags for each child.

Put baskets near the children.

Stand at one end of the room looking at your beanbags at the other.

On go, run to the beanbags and pick up one of them.

Run back and put it in the basket which is near you.

When all your beanbags are in the basket sit and wait until the other children have finished.

Space hoppers

Sit on the knot of the rope.
Sit on the low trapeze.
Jump off the low buck onto the mat.

One set of outside equipment.

Another set of outside equipment.

SIMILAR SHAPES
On different bases

LESSON 3

INTRODUCTORY ACTIVITY

Scatter hoops around the room.

Run around the room between the hoops.

On stop, go to the nearest hoop and sit in it with your legs crossed.

Do this once more.

Repeat walking, and then jumping with your feet together.

This is a small sequence, but it may be too much for some children to remember.

GENERAL BODY MOVEMENT

Curl up on your knees.

Sit up and curl up on your bottom and feet. *R

Add: Curl up on your back.

Curl up on your knees, curl up on your bottom and feet, and then curl up on your back.

Repeat the whole sequence.

Stretch out on your back.

Stretch up very tall on your feet. *R

Add: Stretch out on your tummy.

Stretch out on your back, stretch up on your feet and stretch out on your tummy. *R

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

Move backward around the room.

Move forward around the room on your hands and feet while looking at the floor.

Move backward around the room.

PUSH AND PULL

Give each child a wheel.

Sit with your legs out in front of you. Keep your knees straight all the time.

Put your feet apart and push the wheel with you hands as far forward as you can without bending your knees.

Pull it back. *R

Put your feet together.

Put the wheel at the side of you.

Push it sideways.

Pull it back.

Push the wheel to each side alternately. *R

Keep your feet together.

Hide the wheel behind your back.

Push it back as far as you can reach.

Pull it in again. *R

Kneel on the floor, making your back look like a table, keeping the wheel under your shoulders.

Push the wheel forward as far as you can by straightening your knees a little.

Pull it back and look like a table. *R

Special care must be taken to see that the children keep the wheel under their shoulders as they pull it back. If they bring the wheel back to touch their knees without sitting back on their heels, they may overbalance, fall on the wheel and wind themselves. It is a good idea always to encourage them to come back to make a table and then this will not occur.

FOOT EXERCISES

Sit with your legs crossed.

Put both hands on the floor and push yourself up, keeping your legs crossed until you are standing, then uncross them.

Give each child a fluffy tennis ball.

Scatter baskets between the children.

Sit holding the ball between the bottoms of both feet.

Lift the ball into a basket and let it go. *R

Pick up the ball again between both feet.

Move back from the basket.

Throw the ball into the basket. *R

CLASS ACTIVITY

Give each child a hoop.

Stand holding the hoop in front of you with your hands on the top of it and the bottom of it near your feet.

Put one foot through the hoop and then the other.

Turn the hoop over your head until it is in position to begin again.

Walk forward as you continue to do this, moving your hoop all the time.

GROUP ACTIVITIES

Stand by me at one end of the room.

When I roll the ball to the other end of the room, run to race it before it hits the wall.

Get the ball and let us try again.

Use an inflatable ball as it tends to slow before hitting the wall.

Stand beside me at one end of the room.

When I roll the ball to the other end of the room, run to see who can stop it before it hits the wall. *R

Give each child an inflatable ball.

Roll your own ball to the other end of the room.

Watch it carefully and see if you can get it again. *R

Hold your ball with both hands.

Throw it up to hit the ceiling.

Chase it when it comes down. *R

Place heaps of beanbags at one end of the room. There should be a different coloured heap of beanbags for each child.

Put baskets by the children.

Stand at one end of the room looking at your beanbags at the other.

On go, run to the beanbags and pick up one of them.

Run back and put it in the basket which is near you.

When all the beanbags are in the basket sit down and wait until the other children have finished.

Form a circle of hoops and some inflatable clowns.

Run around the circle knocking over each clown as you come to it.

Space hoppers

Sit on the knot of the rope.
Sit on the low trapeze.
Jump off the low buck onto the mat.

Place the high vaulting box beside a mat.

Lie on your tummy across the box.
Swivel your legs right over it and get down on the other side.

DIFFERENT SHAPES
On similar bases

LESSON 4

INTRODUCTORY ACTIVITY

Scatter hoops around the room.

Run around the room between the hoops.

On stop, go to the nearest hoop and jump up and down in it. *R

Walk around the room between the hoops.

On stop, go to the nearest hoop and jump up and down in it. *R

GENERAL BODY MOVEMENT

Curl up on your knees.

Stretch out on your tummy. *R

Curl up on your back.

Stretch out on your back. *R

Combine the two sequences. *R

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

Move backward around the room.

Move forward around the room on your bottom, hands and feet.

On stop, lift your bottom off the floor. *R

Move backward around the room on your bottom, hands and feet.

On stop, lift your bottom off the floor. *R

PUSH AND PULL

Give each child a wheel.

Sit with your legs out in front of you. Keep your knees straight all the time.

Put your feet apart.

Push the wheel with your hands as far forward as you can without bending your knees.

Pull it back. *R

Put your feet together.

Put the wheel at your side.

Push the wheel sideways.

Pull it back.

Push the wheel to each side alternately. *R

Keep your feet together.

Hide the wheel behind your back.

Push it back as far as you can reach.

Pull it in again. *R

Kneel on the floor making your back look like a table, keeping the wheel under your shoulders.

Push the wheel forward as far as you can.

Pull it back and look like a table. *R

FOOT EXERCISES

Sit on the floor with your feet out in front of you. Keep your knees straight all the time.

Hold your hands up in front of you, with your palms facing you.

Open and shut your fingers. *R

Shake them in the air, making them very floppy.

Open and shut your toes. *R

Shake your feet in the air, making them floppy like your hands.

Open and shut your fingers and toes at the same time. *R

Balance on your bottom and shake your hands and feet at the same time.

Give each child a tray of blocks.

Sit in front of your tray of blocks.

Take the blocks out of the tray with your hands and place one near your feet.

Pick up a second block using the bottoms of both feet and place it on top of the first one.

Continue to do this until you have built a castle as high as your feet can reach.

Crookedly placed blocks can be straightened with your hand.

This is a difficult task and the castle will not be very high. The helper may have to help the child lift the blocks by holding his feet together.

Remove the blocks one at a time using your feet.

Place them neatly on the tray.

CLASS ACTIVITY

Give each child a hoop.

Stand holding the hoop in front of you with your hands on top of it and the bottom of it near your feet.

Put one foot through the hoop and then the other. Turn the hoop over your head until it is in the position to begin again.

Walk forward as you continue to do this, turning your hoop all the time. *R

GROUP ACTIVITIES

Place beanbags in different coloured heaps in the corners and at the sides of the room.

Each child has a different coloured heap.

Place a basket in the middle of the room.

Stand by a heap of beanbags.

On go, pick up a beanbag and take it into the middle of the room to put into the basket.

Continue until all your beanbags are in the basket.

When you have finished sit down and wait until the other children have finished.

Suspend inflatable balls from the ceiling to face height.

Hit a ball hanging from the ceiling.

Sit on the knot of the rope.

Hang underneath the high trapeze.
Place the medium vaulting box with a mat at one end.

Pull yourself along the box.

Hold the legs of the box and pull yourself along further.

When you can reach, put your hands on the mat.

Tuck your head under and somersault onto the mat.

One set of outside equipment

Another set of outside equipment

DIFFERENT SHAPES
On similar bases

LESSON 5

INTRODUCTORY ACTIVITY

Place hoops in a circle. There must be at least one hoop for each child.

Stand on the outside of the hoops.

Run in one direction around the outside of the circle.

On stop, go to the nearest hoop and sit in it with your legs crossed. *R

Repeat, running in the opposite direction.

Run in one direction around the outside of the hoops.

On stop, go to the nearest hoop and jump up and down inside it.

Jump up and down outside it. *R

Repeat running in the other direction. *R

GENERAL BODY MOVEMENT

Stretch out on your tummy.

Curl up on your knees. *R

Stretch out on your back.

Curl up on your back. *R

WEIGHT ON TWO HANDS

Move forward around the room on your hands and feet while looking at the floor.

Move backward around the room.

Move forward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor.

Repeat, lifting the other foot off the floor.

Move backward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor.

Repeat, lifting the other foot off the floor.

PUSH AND PULL

Give each child a wheel.

Kneel on the floor, making your back look like a table, keeping the wheel under your shoulders.

Push the wheel forward as far as you can.

Pull it back and look like a table. *R

Sit down.

Place the wheel underneath your feet.

Lean on your bottom, hands and feet.

Push the wheel forward with your feet.

Pull it back. *R

FOOT EXERCISES

Sit on the floor with your feet out in front of you. Keep your knees straight all the time.

Hold your hands up in front of you, with your palms facing you.

Open and shut your fingers. *R

Shake them in the air, making them very floppy.

Open and shut your toes. *R

Shake your feet in the air, making them floppy like your hands.

Open and shut your fingers and toes at the same time. *R

Balance on your bottom and shake your hands and feet at the same time.

Give each child a tray of blocks.

Sit in front of your tray of blocks.

Take the blocks out of the tray with your hands and place one near your feet.

Pick up a second block using the bottoms of both feet and place it on top of the first one.

Continue to do this until you have built a castle as high as your feet can reach.

Crookedly placed blocks can be straightened with your hand.

Remove the blocks one at a time using your feet.

Place them neatly on the tray.

CLASS ACTIVITY

Place beanbags in different coloured heaps in the corners and at the sides of the room. Each child has a different coloured heap.

Place a basket in the middle of the room.

Stand by a heap of beanbags.

On go, pick up a beanbag and take it to the middle of the room and put it in the basket.

Continue until all your beanbags are in the basket.

When you have finished, sit down and wait until the other children have finished.

GROUP ACTIVITIES

Suspend inflatable balls from the ceiling to face height.

Hit a ball hanging from the ceiling.

Give each child an inflatable ball.

Roll your ball to the other end of the room.

Watch it carefully and see if you can chase it and get it. *R

Hold your ball with both hands.

Throw it up to hit the ceiling.

Chase it when it comes down. *R

Give each child a hoop.

Hold a hoop in front of you, step through it and turn it over your head. *R

Space hoppers

Sit on the knot of the rope.
Sit on the low trapeze.
Jump off the low buck onto the mat.

Place the medium vaulting box with a mat at one end.

Place the high vaulting box beside a mat.

Pull yourself along the medium box.

Hold the legs of the box and pull yourself along further.

When you can reach, put your hands on the mat.

Tuck your head under and somersault onto the mat.

Lie on your tummy across the high box.

Swivel your feet right over it and get down on the other side.

DIFFERENT SHAPES
On different bases

LESSON 6

INTRODUCTORY ACTIVITY

Place inflatable clowns around the room.

Run around the room hitting over the clowns.

On stop, curl up where you are. *R

Run around the room hitting over the clowns with your hands.

On stop, stretch out where you are. *R

GENERAL BODY MOVEMENT

Curl up on your knees.

Stand up very tall on your feet. *R

Curl up on your bottom and feet.

Curl up on your knees, stretch out on your feet and curl up on your bottom and feet. *R

WEIGHT ON TWO HANDS

Move forward around the floor on your bottom, hands and feet.

On stop, lift your bottom and one foot off the floor.

Move forward around the room again.

On stop, lift your bottom and other foot off the floor. *R

Repeat, moving backward around the room. *R

PUSH AND PULL

Give each child a wheel.

Hold the wheel, kneel down and make a table with your back.

Push the wheel forward as far as you can.

Pull it back and look like a table. *R

Sit down.

Place the wheel under your feet.

Lean on your bottom, hands and feet.

Push the wheel forward with your feet.

Pull it back. *R

FOOT EXERCISES

Sit on the floor, with your feet out in front of you. Keep your knees straight.

Hold your hands up in front of you, with your palms facing you.

Open and shut your fingers and toes. *R

Give each child a tray of blocks.

Sit in front of your tray of blocks.

Build a tower of blocks using the bottoms of both feet.

Build it as high as your feet will reach.

Take it down one block at a time using your feet.

Hands and feet are to be shaken freely in the air after the foot exercises in the following lessons.

CLASS ACTIVITY

Place heaps of beanbags of mixed colours in the corners and at the sides of the room. There should be a colour for each child.

Place a basket in the middle of the room.

Stand beside the basket in the middle of the room.

On go, run to any heap and pick out the beanbag which is your colour.

Put it in the basket.

Run to the next heap, pick out the beanbag which is your colour and put it in the basket.

Run to each heap in turn until all your beanbags are in the basket.

Sit down and wait until the other children have finished.

GROUP ACTIVITIES

Suspend inflatable balls from the ceiling to face height.

Hit a ball hanging from the ceiling.

Give each child a hoop.

Hold a hoop in front of you, step through it and turn it over your head.

Place your hoop on the floor and stand in it.

Jump up and down inside the hoop and then outside of it.

Sit on the knot of the rope.
Sit on the low trapeze.
Jump off the low buck.
Place the medium vaulting box with a mat at one end.
Place the high vaulting box beside a mat.
Somersault off the medium box.
Swivel over the high box.

Throw underarm to the ceiling.

One set of outside equipment.

DIFFERENT SHAPES
On different bases

LESSON 7

INTRODUCTORY ACTIVITY

Scatter hoops around the room.

Run around the room between the hoops.

On stop, go to the nearest hoop and curl up in it. *R

Run around the room between the hoops.

On stop, go to the nearest hoop and stretch out in it. *R

GENERAL BODY MOVEMENT

Stretch out on your back.

Curl up on your bottom and feet. *R

Add: Stretch up very tall on your feet.

Stretch out on your back, curl up on your bottom and feet and stretch up on your feet. *R

WEIGHT ON TWO HANDS

Move forward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor.

While in this position change feet. *R

Repeat, moving backward around the room.

PUSH AND PULL

Give each child a wheel.

Sit down.

Place the wheel under your feet.

Lean on your bottom, hands and feet.

Push the wheel forward with your feet.

Pull it back. *R

Lie on the floor on your back and put the wheel on the floor above your head.

Pull the wheel under your head as you lift your head off the floor to look around the room.

Push it away again. *R

This is a pull before a push.

FOOT EXERCISES

Sit with your legs crossed.

Put one hand on the floor, one hand in the air and push yourself up, keeping your legs crossed until you are standing, then uncross them.

Sit with your legs out straight in front of you.

Open and shut your fingers and toes. *R

Give each child a fluffy tennis ball or a larger ball.

Sit holding the ball between the bottoms of both feet.

Roll backward and throw the ball over your head.

Stand up, keeping your legs crossed and retrieve your own ball. *R

CLASS ACTIVITY

Place heaps of beanbags of mixed colours in the corners and at the sides of the room. There should be a colour for each child.

Stand beside the basket in the middle of the room.

On go, run to any heap of beanbags and pick out the beanbag which is your colour.

Put it in the basket.

Run to the next heap and pick out the beanbag which is your colour and put it in the basket.

Run to each heap in turn until all your beanbags are in the basket.

Sit down and wait until the other children have finished.

GROUP ACTIVITIES

Suspend a ball, 50cm in circumference, from the ceiling to chest height.

Push a ball hanging from the ceiling and catch it as it swings back.

Give each child an inflatable ball.
Throw underarm to the ceiling.

Give each child a hoop.
Hold a hoop in front of you, step through it and turn it over your head.

Place your hoop on the floor and stand in it.

Jump up and down inside the hoop and outside of it.

Space hoppers

Sit on the knot of the rope.
Hang underneath the high trapeze.
Jump off the low buck.

Place the medium vaulting box with a mat at one end.
Place the high vaulting box beside a mat.

Somersault off the medium box.
Swivel over the high box.

DIFFERENT SHAPES
On different bases, using space

LESSON 8

INTRODUCTORY ACTIVITY

Put a basket containing about 12 beanbags in the middle of the room. Kneel down by it in order to throw the beanbags out with alternate hands.

Stand anywhere in the room, away from me. I am going to throw one beanbag at a time. When one lands near you, pick it up and run to place it in the basket.

When you have done this, look for another one somewhere else in the room and put that in the basket too.

Bring only one beanbag back at a time.

I am going to try to empty the basket while you work together to keep some beanbags in it. If I empty it, I will hold it up in the air.

This is called 'Keep the Basket Full'.

GENERAL BODY MOVEMENT

Give each child a colour band.

Put a colour band, which has been folded flat, on the ground in front of you to look like a take-away sign.

Curl up on your back on one side of the band.

Stand up and step across to the other side of it.

Stretch out on your tummy.

Step back. ***R**

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

On stop, lift your bottom and one foot off the floor.

While in this position change feet. ***R**

Repeat, moving backward around the room. ***R**

PUSH AND PULL

Give each child a wheel.

Sit down with your legs out in front of you.
Keep your legs straight all the time.

Put your feet apart and push the wheel with your hands as far forward as you can without bending your knees.

Pull it back. ***R**

Lie on your back and put the wheel on the floor above your head.

Pull the wheel under your head as you lift your head off the floor.

Push it away again. ***R**

FOOT EXERCISES

Sit with your legs crossed.

Put one hand on the floor and one hand in the air.

Push yourself up, keeping your legs crossed until you are standing, then uncross them. ***R**

Sit with your legs straight out in front of you.

Open and shut your fingers and toes. ***R**

Give each child a fluffy tennis ball or a larger ball.

Sit holding the ball between the bottoms of both feet.

Roll backward and throw the ball over your head.

Stand up, keeping your legs crossed and retrieve your own ball. ***R**

Sit holding the ball between the bottoms of both feet.

Throw the ball forward to hit a wall.

It will roll back to you. ***R**

CLASS ACTIVITY

Stand several inflatable clowns at one end of the room.

Stand behind one another looking at the clowns.

A clown will wobble when you hit it with your hand.

On go, the front person run and hit over the clown as hard as you can.

When you have done this the next person run while you are running back ready for another turn. ***R**

GROUP ACTIVITIES

Suspend a ball 50cm in circumference from the ceiling to chest height.
Push a ball hanging from the ceiling catch it as it swings back.

Give each child an inflatable ball.

Throw underarm to the ceiling.

Place a clown in the middle of the room.
Give each child a beanbag.

Throw the beanbag overarm to hit the clown.

Sit on the knot of the rope.
Sit on the low trapeze.
Jump off the low buck.

Place the medium vaulting box with a mat at one end.
Place the high vaulting box beside a mat.

Somersault off the medium box.
Swivel over the high box.

One set of outside equipment

Another set of outside equipment

DIFFERENT SHAPES
On different bases, using space

LESSON 9

INTRODUCTORY ACTIVITY

Arrange a circle of hoops, one hoop for each child.

Sit in a hoop. This is your hoop for this game.

On go, stand up and run in one direction around the outside of all the hoops and back to your own.

Sit with your legs crossed. ***R**

Repeat, running in the other direction. ***R**

GENERAL BODY MOVEMENT

Give each child a colour band.

Put the colour band, which has been folded flat, on the ground in front of you to look like a take-away sign.

Stretch out on your back on one side of the band.

Stand up and step across to the other side.

Curl up on your knees.

Step back. ***R**

Stretch out while sitting on your bottom, on one side of the band.

Stand up and step across to the other side.

Curl up on your back.

Step back. ***R**

WEIGHT ON TWO HANDS

Move forward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor.

While in this position change feet. ***R**

Repeat moving backward around the room. ***R**

PUSH AND PULL

Give each child a wheel.

Kneel down and make a table with your back.

Push the wheel forward as far as you can with your hands.

Pull it back. ***R**

Push the wheel forward until you are lying on your tummy.

Some children may need to be supported under the tummy as they go down.

Pull the wheel back and get up by leaning on it while bending your knees to make a table again. ***R**

Try not to lean on your elbows as you get up.

Repeat the whole sequence once.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. ***R**

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe. ***R**

Make the circle go around the other way. ***R**

Do it with the other leg. ***R**

Give each child a fluffy tennis ball or a larger ball.

Sit holding the ball between the bottoms of both feet.

Roll backward and throw the ball over your head.

Stand up, keeping your legs crossed and retrieve your own ball. ***R**

Sit holding the ball between the bottoms of both feet.

Throw the ball forward to hit a wall. It will roll back to you. ***R**

CLASS ACTIVITY

Stand several inflatable clowns at the other end of the room.

Stand behind one another looking at the clowns.

On go, run to hit the clown as hard as you can and run back to your place. ***R**

Find a partner.

On go, one of you run around the clown without touching it at all, and run back to touch your partner's hand.

Wait until your partner runs back to touch your hand before you have another turn. ***R**

GROUP ACTIVITIES

Suspend 50cm balls and inflatable balls to chest height. This will cater for the children who need more practice with the larger ball.
Push a ball hanging from the ceiling and catch it as it swings back. ***R**

Give each child a hoop.
Hold a hoop in front of you, step through it and turn it over your head. ***R**

Lie your hoop on the floor and stand in it.

Jump 1-2 in your hoop and 1-2 outside it. ***R**

Space hoppers

One rope and the low trapeze
Place the medium vaulting box with a mat at one end.
Place the high vaulting box beside a mat.
Jump off the low buck.
Somersault off the medium box.
Swivel over the high box.

One set of outside equipment.

Another set of outside equipment

DIFFERENT SHAPES
On different bases, using space

LESSON 10

INTRODUCTORY ACTIVITY

Arrange hoops in a circle, one hoop for each child.

Sit in a hoop. This is your hoop for this game.

On go, stand up and run in one direction around the outside of all the hoops and back to your own.

Sit in it with your legs crossed. ***R**

On go, run around the room in the other direction. ***R**

GENERAL BODY MOVEMENT

Give each child a hoop.

Put a hoop on the floor in front of you.

Sit inside the hoop and curl up on your bottom and feet.

Stand up and step forward out of the hoop.

Stretch up very tall on your feet.
Step back. ***R**

Curl up on your knees inside the hoop.

Stand up and step backward out of the hoop.

Stretch out on your bottom.

Step forward. ***R**

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

On stop, lift your bottom and one foot off the floor.

While in this position, change feet. ***R**

Repeat, moving backward around the room.

PUSH AND PULL

Give each child a wheel.

Kneel on the floor making your back like a table.

Push the wheel forward as far as you can with your hands.

Pull it back. ***R**

Push the wheel forward until you are lying on your tummy.

Some children may need to be supported under the tummy as they go down.

Pull the wheel back and get up by leaning on it while bending your knees to make a table again. ***R**

Try not to lean on your elbows to get up.

Sit with your legs apart.

Push the wheel forward with your hands keeping your knees straight all the time.

Pull it back. ***R**

Lie on your back and put the wheel on the floor above your head.

Pull the wheel under your head as you lift your head off the floor.

Push it away again. ***R**

Combine the last two sequences and repeat twice.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. ***R**

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe. ***R**

Make the circle go around the other way. ***R**

Change legs. ***R**

Give each child a tray of blocks.

Sit in front of a tray of blocks.

Take the blocks out of the tray with your hands and place one near your feet.

Pick up a second block using the bottoms of both feet and place it on top of the first one.

Continue to do this until you have built a castle as high as your feet can reach.

Crookedly placed blocks can be straightened with the hand.

Remove the blocks one at a time using your feet.

Place them neatly on the tray.

CLASS ACTIVITY

Keep the basket full

Put a basket containing about 12 beanbags in the middle of the room. The number will be determined by the number of children in the class and how quickly they move.

Throw one beanbag out at a time, using alternate hands.

Stand anywhere in the room away from me.

I am going to throw one beanbag at a time.

When one lands near you pick it up and run to put it in the basket.

When you have done this, look for another one somewhere else in the room and put that in the basket too.

Bring only one beanbag back at a time.

I am going to try to empty the basket while you work together to keep some beanbags in it.

If I empty it, I will hold it up high to show you and I will score a point.

If I cannot empty it, I will stop and you will have scored a point.

We will play three games and see who has won.

This is called **Keep the basket full.**

GROUP ACTIVITIES

Give each child a hoop.

Hold a hoop in front of you, step through it and turn it over your head.***R**

Lie your hoop on the floor and stand in it.

Jump 1-2 in your hoop and 1-2 outside it. *R

Find a partner.

Give each pair a hoop.

One of you hold the top of the hoop with one hand to stop it from lifting off the floor. Put the other hand at the side to stop the hoop from rolling away.

If the children are not capable of holding a hoop, they will need to do this activity with a helper.

The other run through the hoop without touching it.

Turn and run through it again. *R

Change over. *R

One rope and the high trapeze.

Place the medium box with a mat at one end. Some children may be able to jump from this height.

Place the high vaulting box beside a mat.

Jump off the low buck or medium box.
Somersault off the medium box.
Swivel over the high box.

One set of outside equipment

Another set of outside equipment

SIMILAR SHAPES
On two different levels

LESSON 11

INTRODUCTORY ACTIVITY

Stand beside me at one end of the room.

When I roll the ball to the other end of the room, run to race it before it hits the wall.

Use an inflatable ball as it tends to slow before hitting the wall.

Bring the ball back and let us try again. *R

When I roll the ball, run and see who can stop it before it hits the wall. *R

GENERAL BODY MOVEMENTS

Curl up on your knees (level 1).

Curl up on your bottom and feet (level 2) *R

Stretch out on your tummy (level 1).

Stretch out while sitting on your bottom (level 2). *R

WEIGHT ON TWO HANDS

Move forward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor.

While in this position change feet. *R

Move forward around the room.

On stop, lift one foot off the floor.

Change feet with a jump. *R

Repeat, moving backward around the room. *R

PUSH AND PULL

Find a partner and sit facing each other with your legs crossed.

The cross-legged position is chosen first as the children are able to see what to do.

Give each pair a stick.

Hold the stick near the middle.

Push your partner away.

Pull your partner towards you.

If the children find it difficult to push and pull, the activity done on the tummy will ensure that at least they experience the pulling. The natural pull of the body will exert pressure on the hands to hold on.

Lie on your tummy, head to head with your partner, holding the stick between you.

Push your partner away.

Pull your partner towards you.

FOOT EXERCISES

Sit with your legs out straight.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs out straight.

Place one foot across your other knee and make a large circle with your big toe. *R

Change the direction. *R

Change legs. *R

Give each child a tray of blocks.

Sit in front of the tray of blocks.

Build a tower of blocks using the bottoms of both feet to lift the blocks.

CLASS ACTIVITIES

Arrange a circle of hoops, one hoop for each child.

Sit in a hoop. This is your hoop for this game.

On go, stand up and run in one direction around the outside of all the hoops and back to your own hoop.

Sit in your hoop with your legs crossed. *R

Run in the other direction. *R

When your name is called, stand up and run in one direction around the outside of all the hoops and back to your own. *R

Run in the other direction. *R

GROUP ACTIVITIES

Give each child an inflatable ball.
Put an inflatable clown in the middle of the circle of children.

Stand in a circle holding the ball in both hands and facing the clown.

Bend down and roll the ball at the clown, which will wobble when hit.

Suspend balls of two different sizes from the ceiling.

Push a ball hanging from the ceiling and catch it as it swings back. *R

One rope and the low trapeze
Place the medium box with a mat at one end.

Place the high vaulting box beside a mat.

Jump off the low buck or medium box.

Somersault off the medium box.

Swivel over the high box.

One set of outside equipment

Another set of outside equipment

DIFFERENT SHAPES
On two different levels

LESSON 12

INTRODUCTORY ACTIVITY

Keep the Basket Full
Put a basket with beanbags in it, in the middle of the room. Kneel down by it in order to throw the beanbags out with alternate hands.

GENERAL BODY MOVEMENT

Curl up on your back (level 1).

Stretch out on your hands and feet with your tummy towards the floor (level 2) *R

Stretch out on your back (level 1).

Curl up on your feet (level 2) *R

WEIGHT ON TWO HANDS

Move forward around the room on your bottom, hands and feet.

On stop, lift your bottom and one foot off the floor.

Change feet with a jump. *R

Repeat, moving backward around the room. *R

PUSH AND PULL

Find a partner and sit down facing each other with your legs crossed.

Give each pair a wheel.

Hold the wheel between you.

Push your partner away.

Pull your partner towards you.

Lie on your tummy, head to head with your partner, each holding the wheel between you.

Push your partner away.

Pull your partner towards you.

FOOT EXERCISES

Practise standing up from cross-legged sitting.

Sit with your legs out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs out straight.

Place one foot across the other knee and make a large circle with your big toe. *R Change the direction. *R

Change legs. *R

Sit holding the ball between the bottoms of both feet.

Roll backward and throw the ball over your head.

Stand, keeping your legs crossed and retrieve your own ball. *R

Throw the ball forward towards a wall. It will roll back to you. *R

CLASS ACTIVITY

Stand beside me at one end of the room.

On go, run and race the ball to the wall at the other end of the room. *R

Use an inflatable ball as it tends to slow down before hitting the wall.

Stand beside me at one end of the room.

On go, run and see who can stop the ball before it hits the wall. *R

Give each child an inflatable ball.

Roll the ball to the other end of the room.

Run and see if you can stop the ball before it hits the wall. *R

GROUP ACTIVITIES

Give each child a hoop.

Hold a hoop in front of you, step through it and turn it over your head. *R

Lie your hoop on the floor and stand in it.

Jump inside your hoop and jump outside your hoop.

Jump 1-2 in your hoop and jump 1-2 outside it. *R

Give each child an inflatable ball.
Throw underarm to hit the ceiling.

Give each child a beanbag.
Place a clown in the middle of the room.

Throw the beanbag overarm to hit the clown.

Suspend balls from the ceiling to chest height.

Push and catch a ball hanging from the ceiling.

One rope and the high trapeze.

Place the medium box with a mat at one end.
Place the high vaulting box beside a mat.

Jump off the buck.

Jump or somersault off the medium box. Climb onto the high box, sit down and slither onto the mat.

One set of outside equipment

Another set of outside equipment

Recording Lessons

It is not an easy task to prepare lessons for very handicapped children because of the extremely slow progress they make. Individual activities have to be repeated many times, some needing more repetition than others. Each lesson must be carefully planned to follow on from the preceding lesson. It is therefore necessary to be able to see each activity as it is slowly expanded. This is difficult when the lessons are written in the form in which they appear in Chapter 12.

In this chapter a system has been devised in which twelve lessons can be programmed and recorded during a term. The lessons are presented as guidelines only. Teachers should prepare lessons to suit the ability and progress of their classes. In doing so they will find the system presented in this section to be invaluable.

The next page illustrates the manner in which twelve different activities (one for each lesson in a term) are recorded on separate pages, one page for each of the following headings:

- introductory activity
- general body movement
- weight on two hands
- push and pull
- foot exercises
- class activity
- group activities.

Keeping a record in this way will enable teachers to see quickly whether an activity should be repeated in the lesson, re-introduced from lessons before or whether to progress.

In order to use this recording system teachers need to insert a lesson number beside each activity as they write it down. To illustrate the use of this system, lessons 13-24 have been recorded as examples. Set out in this manner the progressive stages of each activity can be seen clearly.

Once the teachers have composed the lesson in this way, week by week, they can copy it out in a complete lesson form, as in Chapter 12, ready to teach. This system will help create a progressive sequence of lessons.

If teachers wish to use the lessons 13-24 rather than create their own, everything which has '13' beside it can be copied out in the order of the lesson format and Lesson 13 will then be complete. Likewise lessons 14-24 can be written up into lessons. This book therefore offers teachers twenty four Lessons for Very Handicapped Children to copy or use as guidelines to create their own.

This page shows teachers how to prepare pages on which to program and record sequences of activities to ensure a carefully developed progression. The following pages give examples of their use.

INTRODUCTORY ACTIVITY	WEIGHT ON TWO HANDS	CLASS ACTIVITY

PUSH AND PULL

GROUP ACTIVITIES

GENERAL BODY MOVEMENT

FOOT EXERCISES

13.
Scatter hoops around the room.

Run around the room between the hoops.

On stop, go to the nearest hoop and jump up and down in it. *R

Walk around the room between the hoops.

On stop, go to the nearest hoop and jump up and down in it.

Jump outside of the hoop.

Jump 1-2 inside and 1-2 outside the hoop.

14.
Place clowns across the room.

Ask two children to stand, one behind the other, at one end of the room and another at the other end.

The front one, run to hit the clown as hard as you can.

Run on to touch the hand of the child at the other end of the room.

The other run to hit the clown and touch the hand of the player at the opposite end. *R

This can be developed into a relay race.

15.
Repeat Number 14.

16.
Run forward around the room into all the spaces.

On stop, make yourself into a wide shape. *R

Do this on different levels. *R

17.
Arrange hoops in a circle.

Sit in a hoop. This is your hoop for this game.

On go, stand up and run in one direction around the outside of all the hoops and back to your place. Sit in your hoop with your legs crossed. *R

Run in the other direction. *R

When your name is called, stand and run in one direction around the outside of all of the hoops and back to your place. *R

Run in the other direction. *R

When several names are called those children stand and run in one direction around the hoops and back to your place. *R

Run in the other direction. *R

18.
Place clowns at the other end of the room.

Stand one behind the other facing a clown.

On go, the front person run and hit the clown as hard as you can.

Run back to touch the next person's hand. *R

On go, the front person run around the clown without touching it, and run back to touch the next person's hand. *R

19.
Repeat Number 18.

After you have touched the next player's hand, make a wide shape on the floor. *R

20.
Run forward around the room.

On stop, put one hand in the air to be the highest part of you.

Repeat with the other hand.

Run around the room.

On stop, make your bottom high. *R

Run around the room.

On stop, put one foot in the air to be the highest part of you.

Repeat with the other foot.

21.
Run forward around the room.

On stop, curl up at the low level and make one foot high.

Repeat with the other foot.

Run forward around the room.

On stop, curl up at the medium level and make one elbow high.

Repeat with the other elbow.

Run forward around the room.

On stop, curl up at the high level and make one hand the highest part of you.

Repeat with the other hand.

22.
'Keep the Basket Full'

23.
Run to touch something in the room that is higher than you head. *R

Run to touch something in the room that is as low as your feet. *R

Run to touch something else that is higher than your head. *R

Run to touch something else that is as low as your feet. *R

24.
Run forward around the room.

Run backward around the room.

Run sideways around the room.

Walk forward around the room.

Walk backward around the room.

Walk sideways around the room.

Jump forward around the room.

Jump backward around the room.

Jump sideways around the room.

13.
Similar shapes:
– on three different levels
Curl up on your knees (level 1).

Curl up on your feet (level 2).

Curl up on your feet (level 3). *R

Stretch out on your tummy (level 1).

Stretch out on your bottom (level 2).

Stretch up very tall on your feet (level 3). *R

14.
Different shapes:
– on three different levels
Stretch out on your back (level 1).

Curl up on your bottom and feet (level 2).

Stretch up very tall on your feet (level 3). *R

15.
Different shapes:
– on three different levels
Curl up on your back (level 1).

Stretch out on your hands and feet with your tummy towards the floor (level 2).

Curl up on your feet (level 3). *R

16.
Wide shapes:
– on three levels
Make a wide shape on your back (level 1).

Make a wide shape on your bottom (level 2).

Make a wide shape on your feet (level 3). *R

17.
A different shape:
– on each level
Be wide on your back (level 1).

Curl up on your feet (level 2).

Stretch up very tall on your feet (level 3). *R

18.
A different shape:
– in a different order on each level
Curl up on your knees (level 1).

Stretch out on your hands and feet with your back towards the floor (level 2).

Be wide on two hands and one foot with your tummy towards the floor (level 3). *R

19.
Different shapes:
– on the same level
Curl up on your back (level 1).

Stretch out on your tummy (level 1).

Be wide on your back (level 1). *R

Curl up on your feet (level 2).

Stretch out on your bottom (level 2).

Be wide on your hands and feet with your tummy towards the floor (level 2). *R

20.
High parts:
– using stretched shapes on different levels
Stretch up on your feet with both hands the highest part of you (level 3).

Stretch out on your hands and feet with your bottom the highest part of you (level 2).

Stretch out on your back with your feet the highest part of you (level 1). *R

21.
High parts:
– using curled shapes on different levels
Curl up on your back with your feet the highest part of you (level 1).

Curl up on your bottom and feet with your elbows the highest part of you (level 2).

Curl up on your feet with your hands the highest part of you (level 3). *R

22.
High and low parts:
– using similar shapes on each level
Stretch up on your feet with both hands the highest part of you (level 3).

Stretch up on your head and shoulders and make your hands low (level 3). *R

Stretch out on your hands and feet with your bottom the highest part of you (level 2).

Stretch out and make your bottom low (level 2). *R

Curl up on your back with your feet the highest part of you (level 1).

Curl up on your knees with your feet low (level 1). *R

23.
High and low parts:
– using different shapes on each level
Stretch out on your back with your head the highest part of you (level 1).

Curl up on your knees with your head low (level 1). *R

Stretch out on your bottom with your head the highest part of you (level 2).

Curl up on your back with your head low (level 2). *R

Combine both these sequences.

24.
High and low parts:
– using a different shape on each level
Curl up on your bottom and feet with your head the highest part of you (level 2).

Stretch out on your tummy with your head low (level 1). *R

Curl up on your back with your head the highest part of you (level 1).

Stretch out on your back with your feet in the air making your head low (level 2). *R

Combine both sequences and repeat them several times.

WEIGHT ON TWO HANDS

13.
Move forward around the room on your hands and feet while looking at the floor.

On stop, lift one foot off the floor. Change feet with a jump. ***R**

Move around the room on your bottom, hands and feet.

On stop, lift your bottom, and one foot off the floor. Change feet with a jump. ***R**

14.
Move forward around the room on your hands and feet while looking at the floor.

On stop, lift both feet off the floor with a jump. ***R**

Move around the room on your bottom, hands and feet.

On stop, lift your bottom and both feet off the floor with a jump. ***R**

15.
Curl up on your hands and feet.

Lift one foot off the floor and change feet with a jump. ***R**

Jump both feet off the floor together. ***R**

Curl up on your bottom, hands and feet. Lift your bottom and one foot off the floor and change feet with a jump. ***R**

Jump both feet off the floor together. ***R**

16.
Repeat Number 15.

17.
Repeat Number 14, moving forward, backward and sideways.

18.
Repeat Number 17.

19.
Give each child a hoop.

Put the hoop on the floor in front of you.

Put both hands inside the hoop and both feet outside the hoop.

Jump your feet up and down outside the hoop. ***R**

Put both hands outside the hoop and both feet inside the hoop.

Jump your feet up and down inside the hoop. ***R**

20.
Repeat Number 19.

21.
Give each child a hoop.

Put the hoop on the floor in front of you.

Put one hand inside the hoop and one hand outside. Put both feet outside the hoop.

Jump your feet sideways into the hoop and out again. ***R**

22.
Repeat Number 21.

23.
Give each child a colour band.

Put the band on the floor in front of you to look like a number one. Put your hands on the floor at the top of the band and your feet at one side.

Jump your feet sideways over the band. ***R**

24.
Repeat Number 23.

13.
Find a partner and sit beside each other.

Give each pair a stick.

Lie on your back, head to head with your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Kneel facing your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

14.
Find a partner and sit facing each other with your legs crossed.

Give each pair a colour band.

Each of you put one hand in the band to hold it.

Pull your partner towards you.

Change hands.

Use both hands.

Stand facing your partner. Each of you put one hand in the band to hold it, and put the opposite foot back.

Pull your partner towards you.

Change hands and feet.

Use both hands with your feet level.

15.
Give each child a wheel.

Kneel down and make a table with your back.

Hold the wheel in front of you.

Push the wheel forward as far as you can with your hands.

Pull it back. ***R**

Push the wheel forward until you are lying on your tummy. Pull it back and get up by leaning on it, bending your knees to make a table again. ***R**

Try not to lean on your elbows to get up.

Sit with your legs apart. Push the wheel forward with your hands, keeping your knees straight all the time.

Pull it back. ***R**

Lie on your back and put the wheel on the floor above your head.

Pull the wheel under your head as you lift your head off the floor. Push it away. ***R**

16.
Find a partner and sit beside each other.

Give each pair a stick.

Lie on your tummy, head to head with your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Sit facing your partner, with your legs crossed. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Stand facing your partner and put one foot back. Hold the stick between you.

Push your partner away.

Change feet and pull your partner towards you.

17.
Give each child a wheel.

Kneel down and make a table with your back.

Hold the wheel in front of you.

Push the wheel forward as far as you can with your hands.

Pull it back. ***R**

Push the wheel forward until you are lying on your tummy. Pull it back and get up by leaning on it bending your knees to make a table again. ***R**

Try not to lean on your elbows to get up.

18.
Give each child a wheel.

Sit with your legs out in front of you and your feet apart. Keep your legs straight all the time.

Push the wheel forward.

Pull it back. ***R**

Put your feet together. Put the wheel at the side of you.

Push the wheel sideways.

Pull it back.

Push the wheel to each side alternately. ***R**

Keep your feet together. Hide the wheel behind your back.

Push the wheel backward.

Pull it in again. ***R**

Lie on your back and put the wheel on the floor above your head.

Pull the wheel under your head as you lift it off the floor.

Push it away again. ***R**

19.
Find a partner and sit beside each other.

Give each pair a stick.

Lie on your back, head to head with your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Kneel facing your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Stand facing your partner. Hold the stick between you and put one foot back.

Push your partner away.

Change feet and pull your partner towards you.

20.
Find a partner and stand facing each other.

Give each pair a stick.

Hold the stick between you and put one foot back.

Push your partner away.

Change feet and pull your partner towards you.

Sit with your knees bent, but not crossed. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Lie on your tummy, head to head with your partner. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

21.
Find a partner and stand facing each other.

Give each pair a stick.

One of you, put your hands on top of the stick and push it down to the floor.

The other, put your hands underneath the stick and pull it up.

Change over with your partner.

22.
Find a partner and sit beside each other.

Give each pair a stick.

Lie on your tummy, head to head with your partner. Hold the stick between you.

Bend your knees and make your feet high.

Push your partner away.

Pull your partner towards you.

Sit with your knees bent, but not crossed.

Hold the stick between you.

Push your partner away.

Pull your partner towards you.

Stand facing your partner with your feet wide apart and level. Hold the stick between you.

Push your partner away.

Pull your partner towards you.

23.
Find a partner and sit facing each other with your legs crossed.

Give each child a colour band.

Each of you put one hand in the band to hold it.

Pull your partner towards you.

Change hands and pull again.

Put your hands flat against your partner's, and push each other away.

Stand facing your partner. Each of you put one hand in the band to hold it.

Put your opposite foot back.

Pull your partner towards you.

Change hands and feet.

Put your hands flat against your partner's and put your feet apart and level.

Push each other away.

24.
Repeat Number 21.

13.
Practise standing up from cross-legged sitting.

Give each child a tennis ball.

Sit holding a ball between the bottoms of both feet.

Throw the ball forward towards a wall.

It will hit the wall and roll back to you. *R

14.
Sit with your legs straight out in front of you.

Open and shut your fingers and toes. *R

Give each child a tennis ball.

Sit holding a ball between the bottoms of both feet.

Roll backward and throw the ball over your head.

Stand, keeping your legs crossed and retrieve your own ball. *R

15
Sit with your legs straight out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R
Repeat the activity with a tennis ball as in Number 14.

16
Sit with your legs straight out in front of you.

Open and shut your fingers and toes. *R

Give each child a tray of blocks.

Sit in front of the tray of blocks.

Build a tower of blocks using the bottoms of both feet.

17
Sit with your legs straight out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs straight out in front of you.

Place one foot across your other knee and make a large circle with your big toe. *R Change the direction. *R

Change legs. *R

Give each child a tennis ball. Stand inflatable clowns around the room.

Sit holding the ball between the bottoms of both feet.

Throw the ball forward to hit an inflatable clown.

It will wobble when hit. *R

18
Sit with your legs straight out in front of you.

Open and shut your fingers and toes. *R
Repeat the activity with blocks as in Number 16.

19
Sit with your legs straight out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs straight out in front of you.

Place one foot across your other knee and make a large circle with your big toe. *R Change the direction. *R

Change legs. *R

Give each child several marbles and a basket.

Pick up one marble at a time and put it into the basket.

Change feet. *R

20
Sit with your legs straight out in front of you.

Open and shut your fingers and toes. *R
Repeat Number 19.

21
Sit with your legs straight out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs straight out in front of you.

Place one foot across your other knee and make a large circle with your big toe. *R Change the direction. *R

Change feet. *R
Repeat the activity with blocks as in Number 16.

22
Sit with your legs straight out in front of you.

Open and shut your fingers and toes. *R
Repeat the activity with tennis balls as in Number 17.

23
Sit with your legs straight out in front of you.

Stretch your feet forward as far as you can.

Bend them back. *R

Sit with your legs straight out in front of you.

Place one foot across the other knee and make a large circle with your big toe. *R

Change legs.

Repeat the activity with a tennis ball as in Number 17.

24
Walk around the room on your toes.

Walk around the room on your heels.

Walk around the room with the weight on the outer edges of your feet.

Repeat Number 19.

13.
Stand beside me.

When I roll the ball to the other end of the room run to stop it before it hits the wall. ***R**

Give each child an inflatable ball.

Roll the ball to the other end of the room.

Run to stop it before it touches the wall. ***R**

If the children are given different coloured balls of various sizes, it will help them identify their own. Smaller balls do not slow down like the inflatable balls and the children will have to learn to control the speed.

Roll your ball anywhere around the room and chase it. ***R**

Throw underarm to the ceiling. ***R**

14.
Put a basket with beanbags in it, in the middle of the room.

Play 'Keep the Basket Full'.

15.
'Keep the basket full'.

16.
Practise using 'Space hoppers'.

Stand facing a partner.

Give each pair a rope.

One of you hold the end of the rope with your right hand and turn it anti-clockwise. The other hold the other end with your left hand and turn it clockwise. ***R**

Change hands. ***R**

17.
Repeat Number 16.

18.
'Keep the basket full'.

19.
Give each child a hoop.

Stand holding a hoop in front of you with your hands on the top of it and the bottom of it near your feet. Put one foot through the hoop and then the other, and turn it over your head until it is in position to begin again. Walk forward as you continue to do this, keeping your hoop moving all the time.

Lie your hoop on the floor and stand in it.

Jump 1-2 inside, and 1-2 outside. ***R**

Hold your hoop in front of you again and jump your feet through it, 1-2.

Turn the hoop over your head until it is in position to begin again. ***R**

20.
Arrange hoops, one for each child, in a large circle.

Sit in a hoop. This is your hoop for the game.

On go, stand and run around the outside of all the hoops and back to your own. Sit with your legs crossed. ***R**

Run in the other direction. ***R**

When your name is called, stand and run around the outside of all the hoops and back to your own. ***R**

Run in the other direction. ***R**

When several names are called, stand and run in the same direction around the hoops and back to your own. ***R**

Run in the other direction. ***R**

21.
'Keep the basket full'.

22.
Repeat Number 20.

23.
Stand one behind the other at one end of the room.

Run to jump a basket, taking off from one foot and landing on the other.

Run on to line up at the other end of the room. ***R**

24.
Repeat Number 23.

13

Give each child a hoop.

Hold a hoop in front of you, step through it and turn it over your head. *R

Lie your hoop on the floor and stand in it.

Jump inside your hoop and jump outside your hoop. *R

Jump 1-2 inside your hoop, and jump 1-2 outside your hoop. *R

Give each child an inflatable ball. Stand inflatable clowns around the room.

Roll the ball with both hands to hit a clown. It will wobble when hit. *R

Find a partner.

Give each pair a hoop.

One of you hold the hoop in front of you, putting one hand on top of the hoop to keep it from rising from the ground.

Put the other hand on the side of it to stop it from rolling away.

The other run through the hoop and then straight on. Turn and run through again. *R

Change over. *R

Repeat the activity going through the hoop and around one end of it. *R

Space hoppers

One rope and the high trapeze

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Swivel off the high vaulting box. *R

14

Stand several inflatable clowns at the other end of the room.

Stand one behind the other looking at a clown.

On go, the front person run and hit the clown as hard as you can.

When you have done this, the other run while you are running back ready for a turn. *R

Place several baskets across the room.

Stand at one end of the room behind a basket.

Walk forward and step over a basket and walk to the other end of the room. *R

Run forward and jump over a basket and run to the other end of the room. *R

Suspend balls of two different sizes from the ceiling.

Push a ball and catch it as it swings back. *R

Find a partner.

Give each pair a hoop.

Run straight through the hoop. *R

Run through the hoop and around one side. *R

One rope and the low trapeze.

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Swivel off the high vaulting box. *R

15

Place several baskets across the room.

Jump the baskets. *R

Give each child an inflatable ball.

Roll the ball to the other end of the room.

Run to stop it before it hits the wall. *R

Suspend balls of two different sizes from the ceiling.

Push and catch the ball. *R

Give each child a beanbag.

Throw underarm to hit the ceiling. *R

Change hands. *R

Two ropes

Place a ladder on its side.

Climb in and out of the rungs of the ladder. *R

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Swivel off the high vaulting box. *R

16

Place several baskets across the room.

Jump the baskets. *R

Suspend balls of two different sizes across the room.

Push and catch a ball. *R

Find a partner.

Give each pair a hoop.

Run straight through a hoop. *R

Run through a hoop and around one side. *R

Run through a hoop and around one side through the hoop again and around the other end. You have made a figure of eight. *R

Give each child an inflatable ball.
Stand inflatable clowns around the room.

Roll the ball at a clown. *R

Two ropes

Jump off the low buck. *R

Jump and somersault off the medium vaulting box. *R

Swivel off the high vaulting box. *R

17

Place several baskets across the room.

Jump the baskets. * R

Suspend balls of two different sizes from the ceiling.

Push and catch a ball. *R

Find a partner.

Give each pair a hoop.

Run straight through a hoop. *R

Run through a hoop and around one end. *R

Make a figure of eight. *R

One set of outside equipment

Climb freely.

Another set of outside equipment

Climb freely.

18

Stand several inflatable clowns at the other end of the room.

Run to hit over a clown. *R

Place several baskets across the room.

Jump the baskets. *R

Give each child a beanbag.

Throw a beanbag underarm to hit the ceiling. *R

Find a partner.

Give each pair a hoop.

Run straight through a hoop. *R

Run through a hoop and around one end. *R

Make a figure of eight. *R

Two ropes

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Get off the high vaulting box using your bottom, hands and feet. *R

19

Space hoppers

Give each child an inflatable ball.

Roll and field your ball. *R

One rope and the high trapeze
Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Get off the high vaulting box using your bottom, hands and feet. *R

One set of outside equipment
Climb freely.

Another set of outside equipment.
Climb freely.

20
Give each child a hoop.

Hold the hoop in front of you and step through it. *R

Lie your hoop down and jump 1-2 inside, and jump 1-2 outside. *R

Suspend tennis balls from the ceiling.

Push and catch a ball. *R

Give each child an inflatable ball.

Roll and field your ball. *R

One set of outside equipment.
Climb freely.

Another set of outside equipment.
Climb freely.

21
Give each child a hoop.

Hold the hoop in front of you and step through it. *R

Lie your hoop down and jump 1-2 inside, and jump 1-2 outside. *R

Give each child a beanbag.

Throw the beanbag underarm to hit the ceiling. *R

Place several baskets across the room.

Jump the baskets. *R

Suspend tennis balls from the ceiling.

Push and catch the ball. *R

One set of outside equipment
Climb freely.

22
Give each child a hoop.

Hold the hoop in front of you and step through it. *R

Lie your hoop down and jump 1-2 inside, and jump 1-2 outside. *R

Give each child a beanbag.

Throw the beanbag underarm to hit the ceiling. *R

Repeat with the other hand. *R

Repeat with alternate hands. *R

Give each child an inflatable ball.
Stand inflatable clowns around the room.

Roll the ball to hit a clown. *R

Two ropes
Place a ladder on its side.

Climb in and out of the rungs of the ladder. *R

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Get off the high vaulting box. *R

Space hoppers

23
Lower an inflatable ball suspended on a long cord to the floor.

Push or bounce the ball to the floor. *R

Give each child an inflatable ball.

Roll and field your ball. *R

One rope and the low trapeze.
Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Get off the high vaulting box using your bottom, hands and feet. *R

One set of outside equipment.
Climb freely.

Another set of outside equipment
Climb freely.

24
Give each child a hoop.

Hold the hoop in front of you and step through it. *R

Lie your hoop down and jump 1-2 inside, and jump 1-2 outside. *R

Lower an inflatable ball suspended on a long cord to the floor.

Push or bounce the ball to the floor. *R

Kick the ball and see if it will hit the ceiling. *R

One rope and the high trapeze.
Place a ladder on its side.

Climb in and out of the rungs of the ladder. *R

Jump off the low buck. *R

Jump or somersault off the medium vaulting box. *R

Get off the high vaulting box using your bottom, hands and feet. *R

One set of outside equipment
Climb freely.

Another set of outside equipment
Climb freely.

Record of Achievements

Teachers may wish to record the achievements of individual children. The following pages show how this can be done in a simplified form. These pages can be photocopied and a booklet made. When an activity has been mastered by a child, without that child having to be bodily manipulated, insert a tick in the Achieved column. The children are not specifically tested in order to do this, but progress is noted by the teacher, helpers or parents during each lesson. This is a positive approach, recording what a child can achieve rather than testing to find out what a child cannot do.

In the recording it will be noted that some activities are included in each successive stage. Others are included for variation and are not necessarily progressive. When recording, the General Body Movement, the development of body awareness and spatial awareness is the all important factor.

A stable pole

An unstable rope

The ultimate achievement

RECORD OF ACHIEVEMENTS

NAME .....

TERM .....

YEAR .....

Achieved	
	INTRODUCTORY ACTIVITY 1. Runs around the room. 2. Walks around the room. 3. Jumps around the room. 4. Hops around the room. 5. Moves around the room: - forward - backward - sideways 6. Moves around the room. On stop makes a specified shape. 7. Moves around the room. On stop makes a shape on any specified base. 8. Runs around the room. On stop stays instantly still. 9. Runs around the room. On a signal jumps into the air and lands with knees bent and holds the balance position. 10. Moves a curled, stretched or wide shape around the room. 11. Moves the body around the room on a specified base. 12. Moves the body around the room being symmetrical or asymmetrical. 13. Moves the body around the room with specified parts of the body being high or low.
	Sequential memory using hoops 1. Moves between hoops. On stop: - sits with legs crossed in a hoop - makes any shape in a hoop - makes a shape on a specified base in a hoop - makes certain parts of the body high while in a hoop - puts some parts of the body inside a hoop and some outside.
	Sequential memory using space 1. Runs to touch both ends of the room. Repeats the activity in the same order. 2. Runs to touch both sides of the room. Repeats the activity in the same order. 3. Runs to touch both ends and both sides of the room. Repeats the activity in the same order. 4. Runs to touch two corners of the room. Repeats the activity in the same order. 5. Runs to touch three corners of the room. Repeats the activity in the same order. 6. Runs to touch something in the room which is high and something which is low. These things must be a long way from each other. Repeats the activity in the same order. 7. Runs to touch something in the room which is high, something that is low and something which is in-between. These things must be a long way from each other. Repeats the activity in the same order. 8. Runs to touch something inside a specified area and something outside. Repeats the activity in the same order. 9. Runs to touch two things in a specified area that are a long way from one another and two things outside which are a long way from one another. Repeats the activity in the same order.
	GENERAL BODY MOVEMENT 1. Copies a curled shape. 2. Initiates a curled shape. 3. Copies a stretched shape. 4. Initiates a stretched shape. 5. Copies a wide shape. 6. Initiates a wide shape. 7. Makes the body look the same both sides. 8. Makes the body look different one side from the other.

Achieved	
	9. Makes different parts of the body: - high - low. 10. Moves a curled shape to make it stretch out on a similar base. 11. Moves a stretched shape to make it curl up on a similar base. 12. Makes shapes on: - different bases - rest bases. 13. Holds shapes on balance bases. 14. Uses small bases. 15. Uses large bases. 16. Uses wide bases. 17. Moves: - forward - backward - sideways. 18. Goes up. 19. Goes down. 20. Makes shapes: - at the low or bottom level - at the medium or middle level - at the high or top level - inside a hoop - outside a hoop - around a beanbag. 21. Moves parts of the body on the: - right - left. 22. Differentiates right and left in space. 23. Performs a sequence of: - two shapes from memory - three shapes from memory. 24. Performs two sequences each consisting of: - two shapes from memory - three shapes from memory.
	WEIGHT ON TWO HANDS **While on bottom, hands and feet** 1. Moves in a specified direction. 2. Lifts bottom off the floor. 3. Lifts bottom and one foot off the floor. 4. Lifts bottom and one foot off the floor and changes feet with a jump. 5. Lifts bottom and jumps both feet off the floor together. 6. Jumps bottom and both feet off the floor together.
	While on hands and feet looking at the floor 1. Moves in a specified direction. 2. Lifts one foot off the floor. 3. Lifts one foot off the floor and changes feet with a jump. 4. Jumps both feet off the floor together.

Achieved	
	While jumping feet into the air 1. At level 2, makes: - a curled shape - a stretched shape - a wide shape - a sequence of two shapes - a sequence of three shapes - the bottom the highest part - one foot the highest part - both feet the highest parts 2. At level 3, makes: - one foot the highest part - both feet the highest parts.
	Taking off and landing 1. Lifts both feet off the floor at the same time and puts them down together. 2. Lifts one foot off the floor before the other and puts them down one before the other. 3. Lifts both feet off the floor at the same time and puts them down one before the other. 4. Lifts one foot off the floor before the other and puts them down together.
	Using equipment 1. Jumps sideways over a colour band, beanbag or hoop. 2. Jumps forward and back over a colour band, beanbag or hoop. 3. Moves forward around a hoop while jumping sideways in and out of it. 4. Jumps a beanbag into the air while holding it between the feet. 5. Jumps a beanbag into the air while holding it between the feet and puts it down in a different place. 6. Jumps a beanbag into the air while holding it between the feet and throws it away in any direction.
	PUSH AND PULL **Wheels** 1. Pushes the wheel: - forward and back - to alternate sides - backward and in again - with the feet forward and back - with the hands and feet, forward and back - with the feet while leaning on the hands. 2. While lying, pulls the wheel under the head and pushes it out. 3. Pulls and pushes the wheel under the head, and sits to push and pull it between the feet. 4. While kneeling on the floor to make a table with the back: - pushes the wheel forward as far as possible and in again - pushes the wheel forward until the tummy is on the floor - gets up without leaning on the elbows - with a partner, pushes from kneeling to lying and pulls back up again.

Achieved	
	Sticks 1. At level 1, pushes and pulls with a partner: - on the tummy - on the back. 2. At level 2, pushes and pulls with a partner: - sitting with legs crossed - kneeling on both knees - kneeling on one knee with the other knee up. 3. At level 3, pushes and pulls with a partner: - standing with feet apart but level - standing with feet apart with one foot back. 4. While the stick is held up by a partner, pushes it down and pulls it up against pressure. 5. With a partner, one pushes down while the other pulls up. 6. Pulls a partner over a line. 7. Pushes a partner back from a line.
	Colour band 1. Holds a colour band with: - one hand and pulls a partner - both hands and pulls a partner.
	Hands 1. At any level: - shakes hands with one hand and pulls - shakes hands with two hands and pulls - with one hand against a partner's, pushes - with both hands against a partner's, pushes.
	FOOT EXERCISES **Stands up from a cross-legged sitting position** 1. With assistance from a helper. 2. Using both hands. 3. Using one hand. 4. Without using hands.

Achieved	
	Activities using equipment held between the bottoms of both feet while seated 1. While seated puts tennis balls into a basket. 2. While seated puts one block on top of another: - 2 blocks - 3 blocks - 4 blocks - 5 blocks - 6 blocks - 7 blocks - 8 blocks - 9 blocks - 10 blocks - 11 blocks - 12 blocks 3. Rolls backward and throws a ball overhead. 4. Rolls a ball forward to hit a wall. 5. Throws a ball or beanbag into a basket. 6. Throws a ball or beanbag at an inflatable clown. 7. Throws a ball or beanbag for a partner to catch. 8. Throws a ball or beanbag for a partner to catch, and counts the number caught. 9. Rolls backward and throws a ball overhead for a partner to catch. 10. Rolls backward and throws a ball overhead for a partner to catch, and counts the number caught. 11. Transfers balls, beanbags or blocks from one end of the room to the other, moving on bottom, hands and feet. 12. Transfers blocks, one at a time, across the room to build a castle of eight blocks. The castle begins with four.
	Activities using equipment held between the sides of both feet 1. Bunny jumps a ball or beanbag overhead. 2. While standing, jumps with a ball or beanbag to the other side of the room 3. Jumps a ball or beanbag straight up to catch. 4. Jumps a ball or beanbag up to be caught by a partner.
	Activities involving the opening and shutting of the toes while seated 1. With legs out straight, opens and shuts the toes. 2. Opens and shuts the toes of one foot and then the other. 3. Opens and shuts the fingers. 4. Opens and shuts the toes and fingers simultaneously. 5. Opens the toes and shuts the fingers simultaneously. 6. Opens the fingers and toes on one side and shuts the fingers and toes on the other, changing simultaneously. 7. Opens the left toes and the right fingers and shuts the right toes and the left fingers. 8. Shakes hands and feet freely.

Achieved	
	Using equipment 1. Opens the toes of one foot over a beanbag and picks it up to put it into a basket. 2. Lifts the beanbag and throws it: - forward - backward - sideways across the other leg - sideways away from the other leg - upward. 3. Leans on both hands and one foot and throws the beanbag: - overhead - between both hands. 4. Hops to the other end of the room carrying a beanbag under one foot. 5. Picks up marbles and puts them into a basket one at a time. 6. Walks around the room with the weight on the outer edges of the soles of the feet, holding a marble under one foot. 7. Walks holding a marble under each foot. 8. Hops holding a marble under one foot. 9. Moves on a different base holding a marble or beanbag under one foot.
	Mobilising the feet 1. Sits with legs out straight, bends both feet up and then stretches them down. 2. Lies on the back and bends and stretches both feet while they are in the air. 3. Lies on the tummy, bends the knees with the feet in the air, and then bends and stretches both feet. 4. Sits with legs out straight, bends one foot up while the other stretches down. 5. Stands on one leg and bends and stretches the other foot. 6. Stands and lifts both heels off the floor and puts them down. 7. Stands and lifts both heels off the floor alternately. 8. Stands and lifts one heel and then the toe of one foot and then the other. 9. Sits and places one foot across the other knee and makes a large circle with the big toe. 10. Lies on the back, puts both feet in the air, and then makes a large circle in the air with each big toe. 11. Stands with the toes of both feet on a line. Shortens: - one foot at a time - both feet. 12. Walks around the room on the toes, on the heels and then on the outside edges of the soles of the feet.

Achieved	
	CLASS ACTIVITY **Skipping** 1. Turns a hoop and steps through it. 2. Jumps up and down in a hoop which is lying on the floor 3. Jumps twice in a hoop and twice outside a hoop which is lying on the floor 4. Jumps 1-2 over a hoop, beanbag or rope, turns and repeats. 5. Jumps 1-2 over the bottom of a hoop held vertically, then turns it overhead. 6. Skips in a hoop continuously. 7. Turns a rope with a partner: - clockwise with each hand - anti-clockwise with each hand. 8. Skips in a rope turned by others. 9. Runs in to skip in a turned rope. 10. Runs out after skipping in a turned rope. 11. Skips with a short rope.
	Play with hoops 1. Runs straight through a hoop held vertically on the floor (straight pathway). 2. Runs through a hoop held vertically and around one end and through again (curly pathway). 3. Runs through a hoop held vertically, around one end, through again and around the held end, to make a figure of 8 (curly pathway). 4. Jumps into a hoop held horizontally, 30cm above the floor and out again. 5. Jumps into a hoop held horizontally 30m above the floor, lands on two feet and climbs underneath and out in many different ways. 6. Moves with a straight pathway right underneath the hoop which is held horizontally: - feet first on different bases - head first on different bases - sideways on different bases. 7. Runs through vertical hoops placed in a circle.
	Jumping and landing 1. Walks to step over a basket and walks on. 2. Runs to jump over a basket and runs on. 3. Jumps from the left to the right foot. 4. Jumps from the right to the left foot. 5. Jumps from the left foot and lands on both feet, bending at the knees. 6. Jumps from the right foot and lands on both feet, bending at the knees. 7. Jumps from both feet to land on both feet, bending at the knees.
	Eye training – catching 1. Hits an inflatable plastic ball suspended at nose height 10 times: - with both hands - with the right hand

Achieved	

- with the left hand
- with alternate hands
- with alternate hands from side to side.

2. Catches an inflatable plastic ball suspended at chest height 10 times.
3. Pushes a 50cm plastic ball suspended at chest height 10 times:
   - with both hands
   - with the right hand
   - with the left hand
   - with alternate hands
   - with alternate hands from side to side
   - and catches it.
4. Pushes and catches a tennis ball suspended at chest height 10 times:
   - with both hands
   - with the right hand
   - with the left hand.
5. Hits with a bat, a tennis ball suspended at hip height.
6. Plays 'Bumble puppy'.
7. Bounces or pushes an inflatable ball on a long cord to hit a target on the floor.
8. Catches the inflatable ball after it has hit the target.
9. Throws an inflatable ball at the ceiling, allows it to bounce on the floor and catches it.
10. Bounces and catches an inflatable ball with both hands.
11. Bounces and catches a 50cm ball with both hands.
12. Bounces a tennis ball with one hand and catches it with:
    - both hands
    - the right hand cupped underneath
    - the left hand cupped underneath
    - the right hand grabbing the ball from above
    - the left hand grabbing the ball from above.
13. Bounces and catches a 50cm ball while walking forward.
14. Bounces a tennis ball with one hand while walking forward and catches it with both hands.
15. Bounces a 50cm ball with both hands to a partner and catches it with both.
16. Bounces a tennis ball to a partner:
    - with one hand and catches it with both
    - with one hand and catches it with the right hand cupped underneath
    - with one hand and catches it with the left hand cupped underneath
    - with one hand and catches it with the right hand grabbing it from above
    - with one hand and catches it with the left hand grabbing it from above
17. Bounces the ball with either hand.
18. Throws underarm to a partner from:
    - the right hand and catches with both hands
    - the left hand and catches with both hands
    - the right hand and catches with the right hand cupped underneath

Achieved	
	- the right hand and catches with the right hand grabbing it from above - the right hand and catches with the left hand cupped underneath - the right hand and catches with the left hand grabbing it from above - the left hand and catches with the left hand cupped underneath - the left hand and catches with the left hand grabbing it from above - the left hand and catches with the right hand cupped underneath - the left hand and catches with the right hand grabbing it from above.
	Marking the ball 1. Runs to hit an inflatable ball suspended above head height with: - either hand - the right hand - the left hand - both hands. 2. Runs to pull an inflatable ball, suspended on elastic above head height, towards the body.
	Kicking the ball 1. Kicks an inflatable ball suspended, but resting on the floor, with: - one foot - the other foot. 2. Kicks a suspended ball which swings just above the floor. 3. Kicks an inflatable ball.
	Underarm throwing and aiming 1. Throws an inflatable ball with both hands to hit the ceiling. 2. Throws a beanbag with one hand to hit the ceiling. 3. Rolls an inflatable ball with both hands. 4. Rolls an inflatable ball with both hands to hit a clown. 5. Rolls a 50cm ball with both hands to hit a clown. 6. Rolls a tennis ball to hit a clown. 7. Rolls a ball of any size to hit a skittle. 8. Rolls a ball of any size, to hit more than one skittle. 9. Rolls a ball with one hand to hit skittles and then stand them up. 10. Throws a beanbag, held in one hand, into a basket. 11. Throws a beanbag, held in one hand, into a basket placed at waist height. 12. Throws a ball at a wall, lets it bounce and catches it.
	Overarm throwing and aiming 1. Throws overarm: - to the floor - to the floor with correct footwork - at an inflatable clown

Achieved	
	- at a target on the wall - at a target using suction darts.
	Retrieving 1. Races a rolling ball. 2. Runs to hit over an inflatable clown and returns to the starting position. 3. Runs to bring back one beanbag at a time from the other end of the room to put into a basket at the other. 4. Runs to bring back one beanbag at a time from one corner of the room to put into a basket in the middle of the room. 5. Runs to bring back one beanbag at a time from each corner and each side of the room to put into a basket in the middle of the room. 6. 'Keep the basket full'.
	Fielding 1. Races an inflatable plastic ball to the other end of the room. Fields the ball before it hits the wall. 2. Rolls own inflatable plastic ball and fields it. 3. Rolls a tennis ball and fields it.
	GROUP ACTIVITIES **Wide and narrow boards and a see-saw** 1. With the boards inclined: - pulls up on tummy - goes up backward - climbs up forward - walks up. 2. With the see-saw stable or horizontal boards: - pulls to the other end - pushes back - walks along. 3. With the see-saw unstable: - pulls along - walks along.
	Wooden ladder 1. With the ladder lying on the ground: - steps into the spaces - walks on the sides of it. 2. With the ladder raised 30cm steps into the spaces. 3. With the ladder raised, steps into the spaces, climbs under the rungs and out from underneath. 4. With the ladder securely tied on its side: - climbs through the rungs head first on different bases and feet first on different bases

Achieved	
	- makes a curly pathway by climbing through the rungs and over the top before climbing between two more rungs - balance walks along the top. 5. With the ladder raised while still on its side makes a curly pattern by climbing between two more rungs and then underneath. 6. With the ladder inclined: - steps into the spaces between the lower rungs. - climbs up and down on hands and feet - climbs up and down on bottom, hands and feet - hooks feet up underneath - moves body up and down between the rungs. 7. With the ladder in a low horizontal position: - climbs along the top on hands and feet - climbs along top on bottom, hands and feet - hooks feet up underneath - moves up and down between the rungs. 8. With the ladder in a high horizontal position: - swings underneath - hooks feet up underneath - moves from one rung to the next, hanging by hands - climbs along the top on hands and feet - climbs along the top on bottom, hands and feet - moves up and down between the rungs.
	Rope ladder 1. With the rope ladder inclined: - steps into the spaces between the lower rungs - climbs up and down on hands and feet - climbs up and down on bottom, hands and feet - hooks feet up underneath - moves body up and down between the rungs. 2. With the ladder in a low horizontal position: - climbs along the top on hands and feet - climbs along the top on bottom, hands and feet - hooks feet up underneath. 3. With the rope ladder in a high horizontal position: - swings underneath - hooks feet up underneath - moves from one rung to the next, hanging by hands - climbs along the top on hands and feet - climbs along the top on bottom, hands and feet

Achieved	
	Horizontal bar 1. Swings underneath. 2. Hooks legs up sideways while looking along the bar. 3. Puts tummy on the bar. 4. Does a forward somersault. 5. Moves from one end to the other. 6. Hooks feet up between hands, underneath the bar. 7. Hooks feet up between hands underneath the bar, then does a backward somersault.
	Trapeze 1. Swings under the high trapeze. 2. Sits on the low trapeze and swings. 3. Stands on the low trapeze and swings. 4. Hooks legs up onto the medium trapeze, with the hands wide apart. 5. Hooks legs up onto the medium trapeze, moves the hands onto the chains and pulls up into a sitting position. 6. Climbs off the trapeze in the reverse manner. 7. Hooks legs up onto the high trapeze, moves hands onto the chains and pulls into a sitting position. 8. Climbs off the high trapeze in the reverse manner.
	Getting off the vaulting horse, box or buck 1. Jumps down and bends knees to land. 2. Swivels over on the tummy and bends knees to land. 3. Moves from bottom, hands and feet, and bends knees to land. 4. Somersaults off the medium vaulting box. 5. After landing, can do a: - sideways roll along the mat - a forward roll along the mat.
	Beatboard 1. Jumps up and down on the beatboard holding the pommels of the vaulting horse. 2. Jumps up and down on the beatboard several times, lands on the mat and does a forward roll. 3. Runs, jumps on the beatboard once, lands and does a forward roll onto the mat.
	Bunny jump 1. Bunny jumps: - off the low vaulting box to the floor. - from side to side right over the low vaulting box - from side to side over a long board placed 30cm above the floor

Achieved	
	- forward from side to side over a long board placed 30cm above the floor. - forward along the long board without getting off it. - from side to side over the long board which is inclined - off the medium vaulting box sideways onto the mat 2. Jumps on the spot and bunny jumps right over the medium vaulting box. 3. Bunny jumps from side to side over the medium vaulting box. 4. Jumps on the beatboard and bunny jumps over the medium vaulting box. 5. Climbs onto the high vaulting box and bunny jumps off. 6. Jumps on the beatboard and bunny jumps right over the high vaulting box. 7. Bunny jumps onto the end of the medium vaulting box and climbs off.
	Balance bar 1. Walks sideways hanging onto another bar placed parallel to and above the balance bar. 2. Walks forward: - with help - alone. 3. Walks backward: - with help - alone. 4. Walks sideways: - with help - alone.
	Random climbing 1. Can climb at random between the long board and the balance bars.
	A rope with a knot in it 1. Sits on the knot and swings. 2. Sits on the knot and swings, pulling on the second rope for momentum. 3. Sits on the knot and swings, pulling on the trapeze for momentum. 4. Stands on the knot and swings. 5. Climbs the rope to the ceiling.
	Parallel ropes 1. Sits on ropes. 2. Hooks legs over the top of one rope while hanging under and holding the other. 3. Hangs underneath. 4. Hangs underneath and hooks one leg over each rope. 5. Somersaults from a sitting position while holding one rope and sitting on the other. 6. Somersaults underneath while holding both ropes. 7. Moves from one end of the ropes to the other.

Achieved	
	Slippery dip 1. Goes down. 2. Applies theme to slippery dip – different bases, shapes, etc. 3. Climbs up the tray from the bottom. 4. Somersaults underneath. 5. Climbs around the sides on graduated bars.
	Cones 1. Pulls the trigger right down to allow the ball to hit the ceiling. 2. Pulls the trigger right down to allow the ball to hit the ceiling, then the floor, and catches it. 3. Pulls the trigger half-way down to make the ball go nearly to the ceiling and catches it in the cone. 4. Catches the ball clicked from a partner's cone.
	Go-go 1. Plays with help. 2. Plays without help.
	Finger-pops 1. Pops them into the air from the floor, using different fingers. 2. Pops them into the air from the thumb and different fingers.
	Pop-a-lots 1. Hits the bulb to shoot the ball : - out of the cone - to hit the ceiling - to hit the ceiling, then the floor, and catches it - out of the cone and catches it. 2. Catches the ball shot from a partner's 'Pop-a-lot'.
	'Space hoppers' 1. Sits on the 'Space hopper' and hangs on. 2. Bounces along.
	Suction darts 1. Throws overarm.
	Target ball 1. Throws overarm at the target. 2. Throws overarm at the target so that the ball adheres to it.

Appendix

Posture Models

As confidence grows, so children's posture improves. Further encouragement is needed to help stimulate their awareness of themselves. This can be done by using George and Tobo, the pictures of two feet, and the three figures. The models of George and Tobo can be made in coloured cardboard. The feet and the three figures can be photo-copied and coloured in either by the teacher or the pupils. The four can be given occasionally when a child has remembered to sit or stand with good posture. These added incentives help tremendously.

George is designed to show the appearance of the body from side view. He moves very freely and when he is positioned to show round shoulders, he automatically displays an accompanying hollow chest and poking chin. When demonstrating a hollow back, he also has a protruding tummy. Children delight in watching him correct his faults and assume his correct upright stance. In this position his ear is above his shoulder, which in turn is above his elbow, hip and knee joints. These are depicted by the head of the paper fasteners, or split pins used to hold him together. When the pins are not in line the posture is at fault. One diagram shows the position of George when he has round shoulders, while another shows him with a hollow back. Still another demonstrates a combination of both and results in a very poor appearance and a very crooked line of pins.

Upper primary children are very interested to see the effect of poor posture on the skeletal structure, as shown by the picure of three figures. The exaggerated spinal curves are something they do not realise can accompany their sluggish outward appearance. A brightly coloured card with these figures on it is as popular a reward for these older children as movable George.

Tobo has been designed to view from the back. The heavy black line shows the normal straight position of the spine. The lighter line which crosses the back in the middle, can be drawn in red.

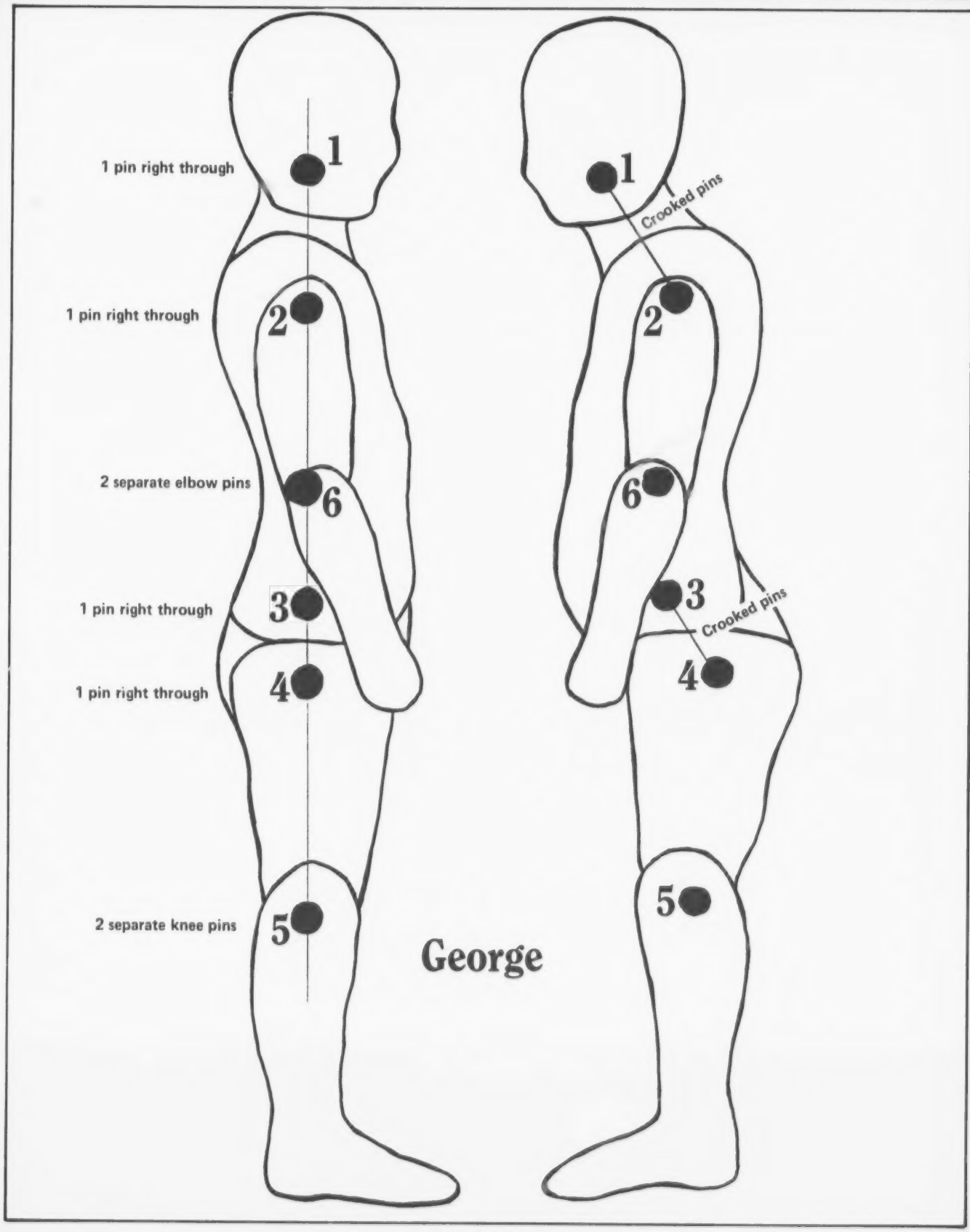
As a result of carrying heavy things for too long in the right hand, the right shoulder may drop, causing a long 'C' curve. For restricted viewing on Tobo, it is shown as a short one. The top red line will flow into the curved one showing that there can be trouble. The carrying of heavy weights should be shared by each arm alternately, or evenly distributed on the back, which will eliminate the problem altogether.

When the weight is constantly placed on one leg while standing, the result may be a raised opposite hip. This can be shown when the red line at the hip level meets the curved red line, again indicating that there may be trouble. Scoliosis or an 'S' curve of the spine can be caused by poor posture, but can also be congenital. It does not appear in many children until adolescence in the latter case or at the time of rapid growth. This can be painful and medical advice is recommended.

George and Tobo can be enlarged to provide a constant reminder to children of their posture, if hung in the classroom. These models can be prepared by the teacher and handed out in separate parts if extra encouragement awards are needed.

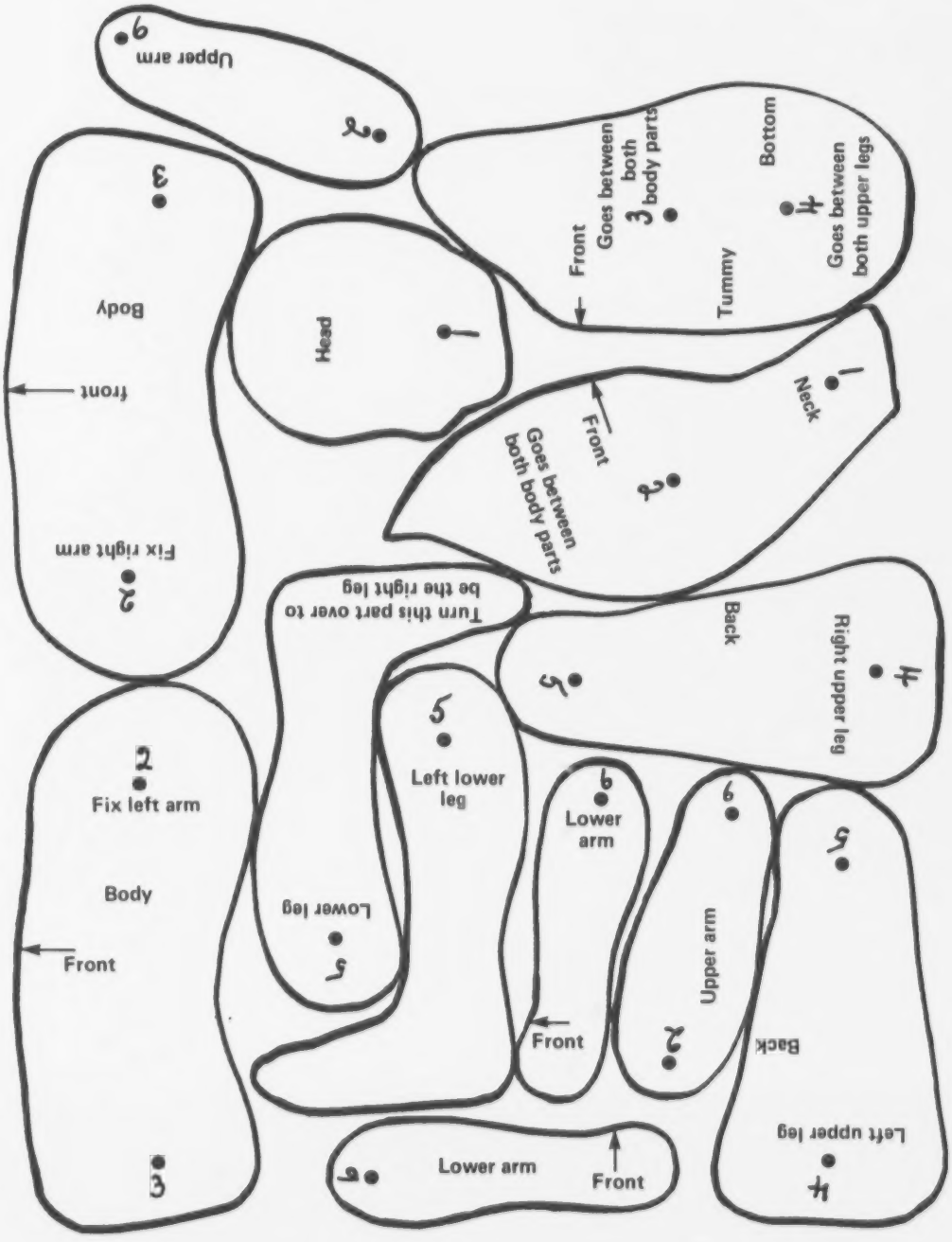
The picture of the two feet is also very popular. The children can be encouraged to check their own foot pattern after a shower and when their feet are moist and not dripping wet. Flat feet can be helped tremendously with exercises. Flat feet often result in people having painful feet and tired legs after walking for some distance. Foot exercises appear on page 66. Those children who have a well-developed arch will also benefit by performing the foot exercises. A good arch and strong ankle muscles result in a better performance in running, bouncing and jumping. Co-ordination and body awareness are developed by exercising the toes in conjunction with the fingers.

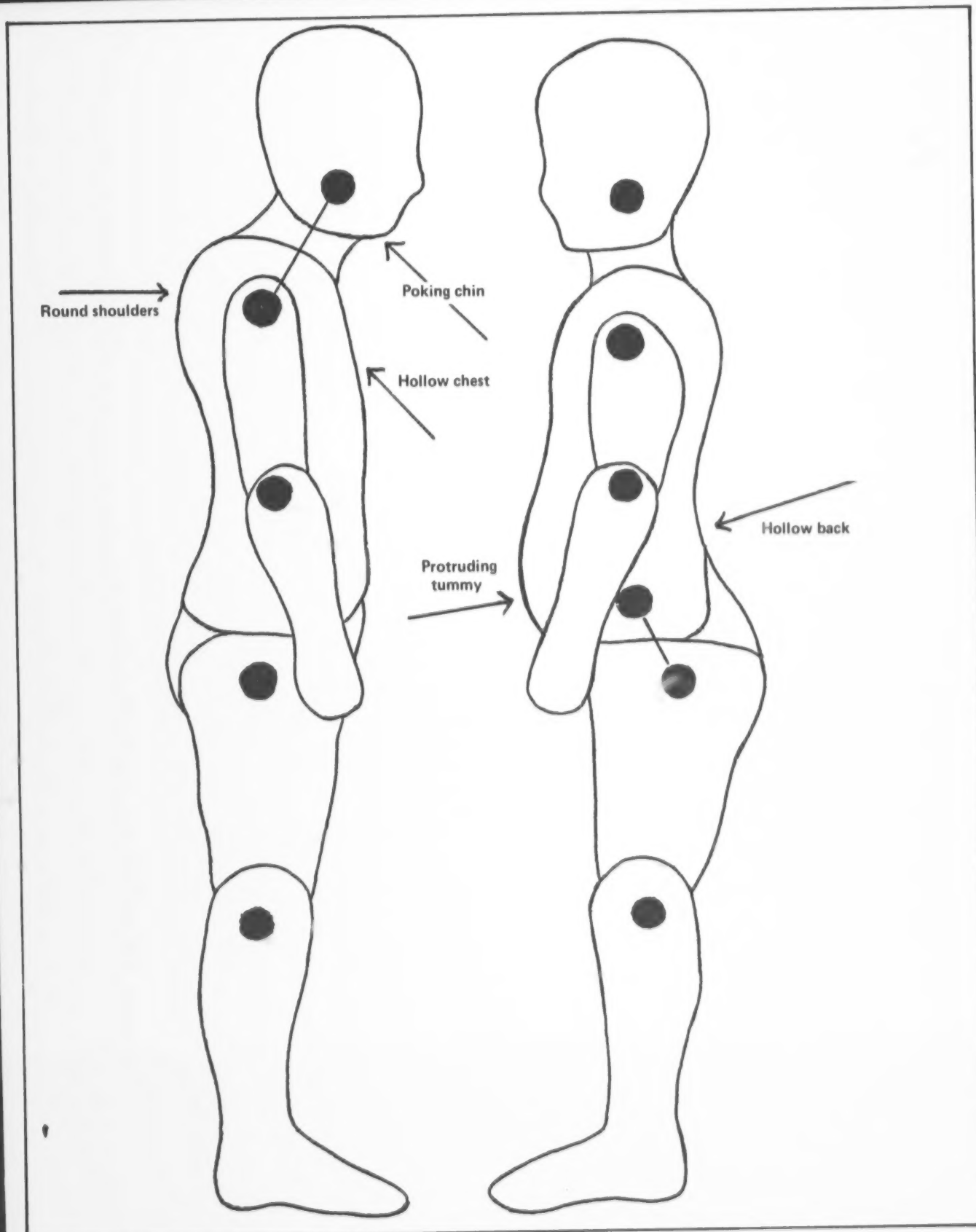
Good posture begins with the feet.


1 pin right through
1
1 pin right through
2
2 separate elbow pins
6
1 pin right through
3
1 pin right through
4
2 separate knee pins
5
George
1
Crooked pins
2
6
3
Crooked pins
4
5

Parts to make George

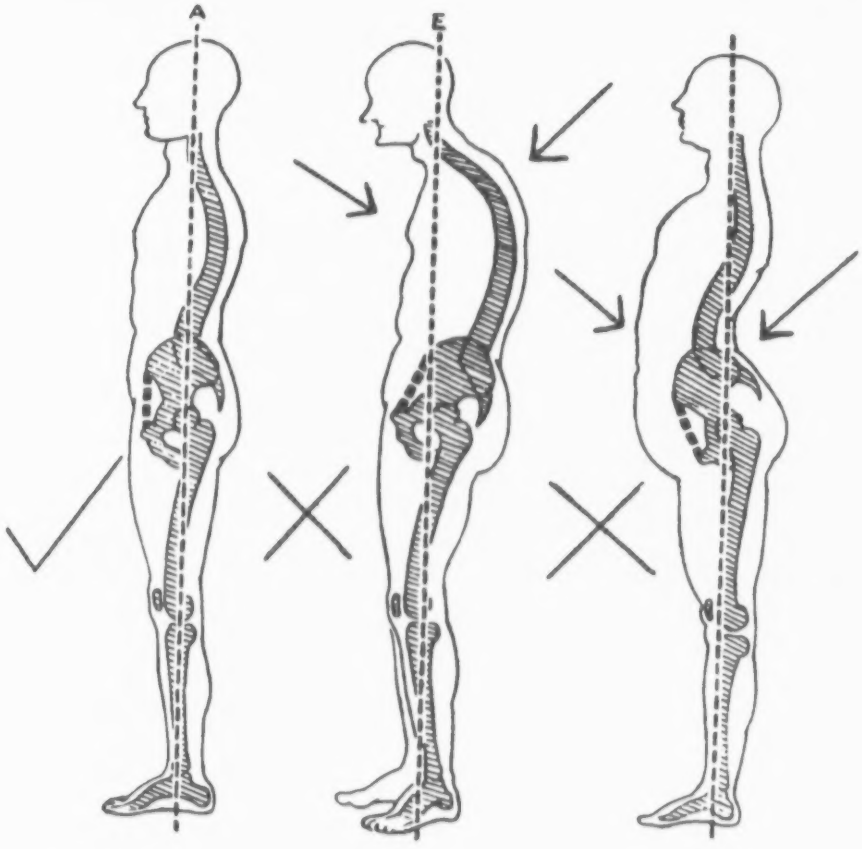
Match numbers carefully and join parts with paper fasteners. At the shoulder attach one arm onto each body. Put each body either side of the part marked neck at number 2 with one pin going right through all the parts.




Round shoulders
Poking chin
Hollow chest
Protruding tummy
Hollow back

185

Diagram to show the misplacement
of the bone structure in bad posture

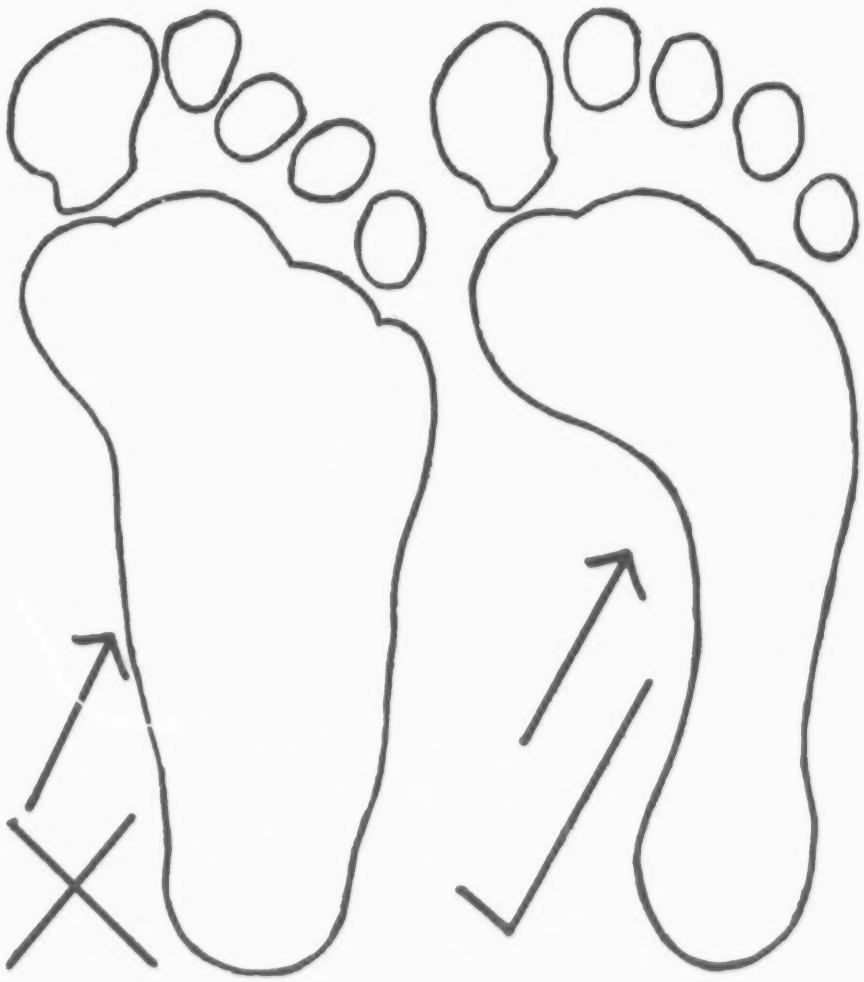


A perfect stance

Round shoulders,
hollow chest,
poking chin

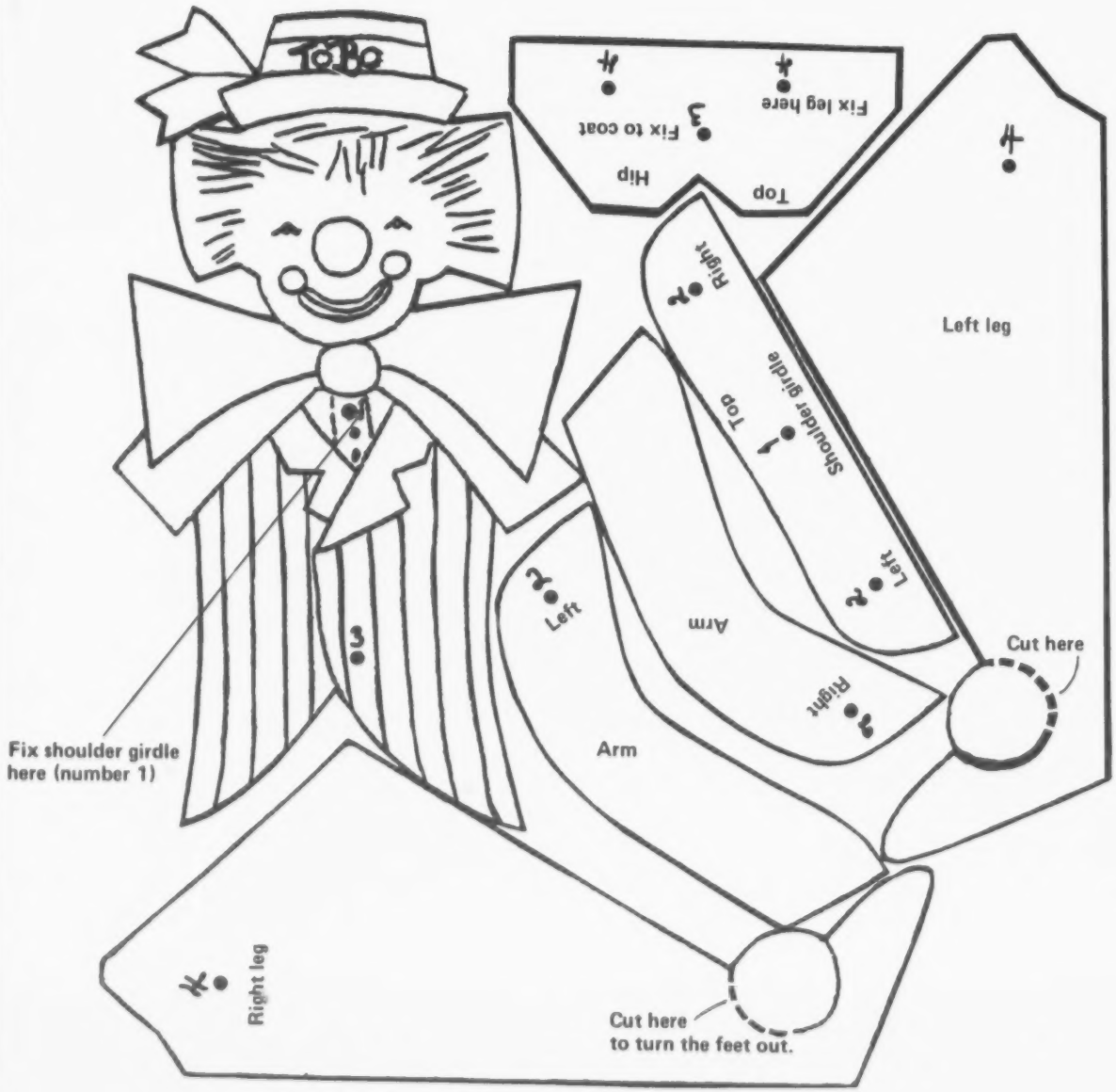
Hollow back,
protruding tummy

Diagram showing a flat and a normal right foot

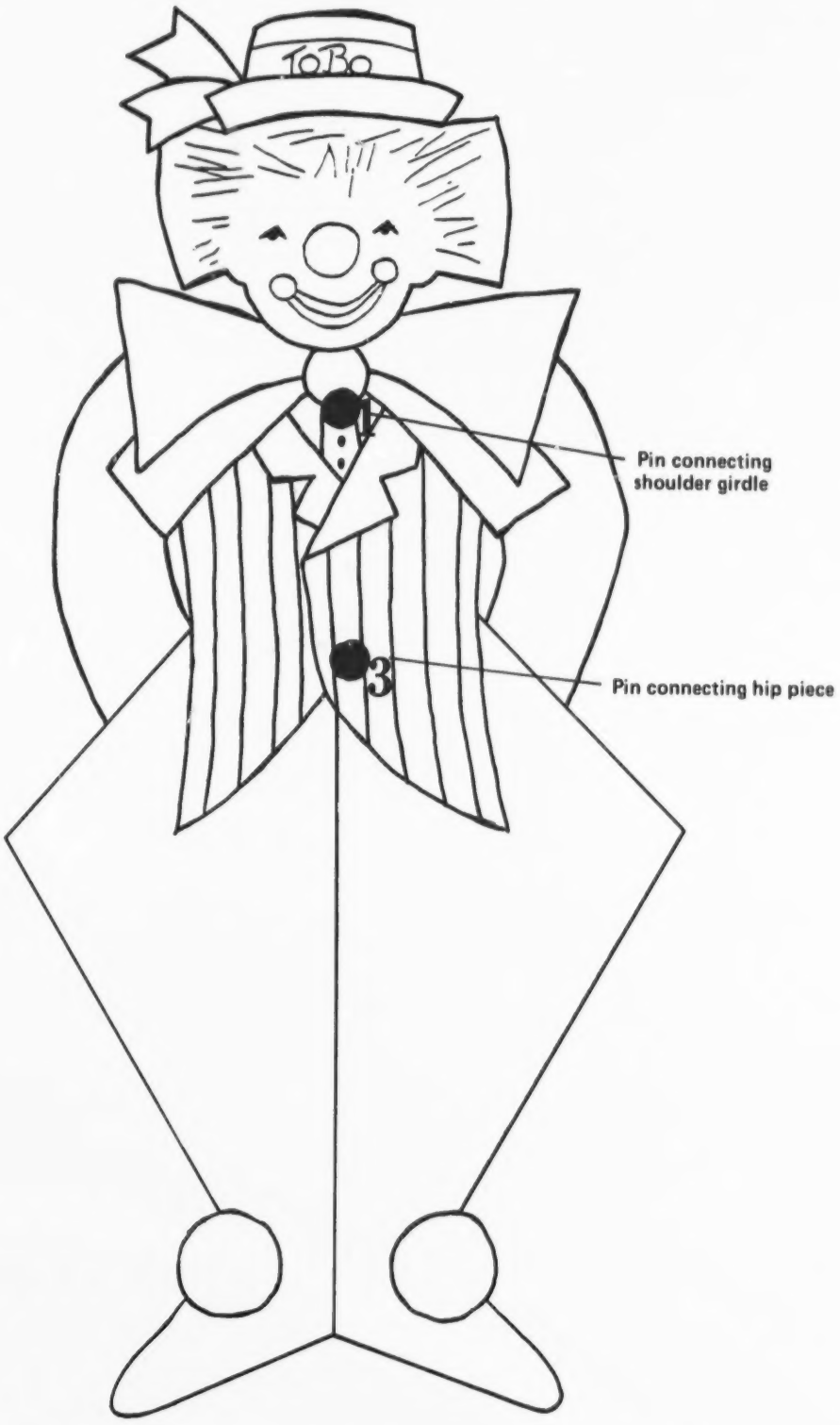


Parts to make Tobo

Match numbers and join parts with paper fasteners. Draw a red and black line down the back as shown on page 190.



Front view



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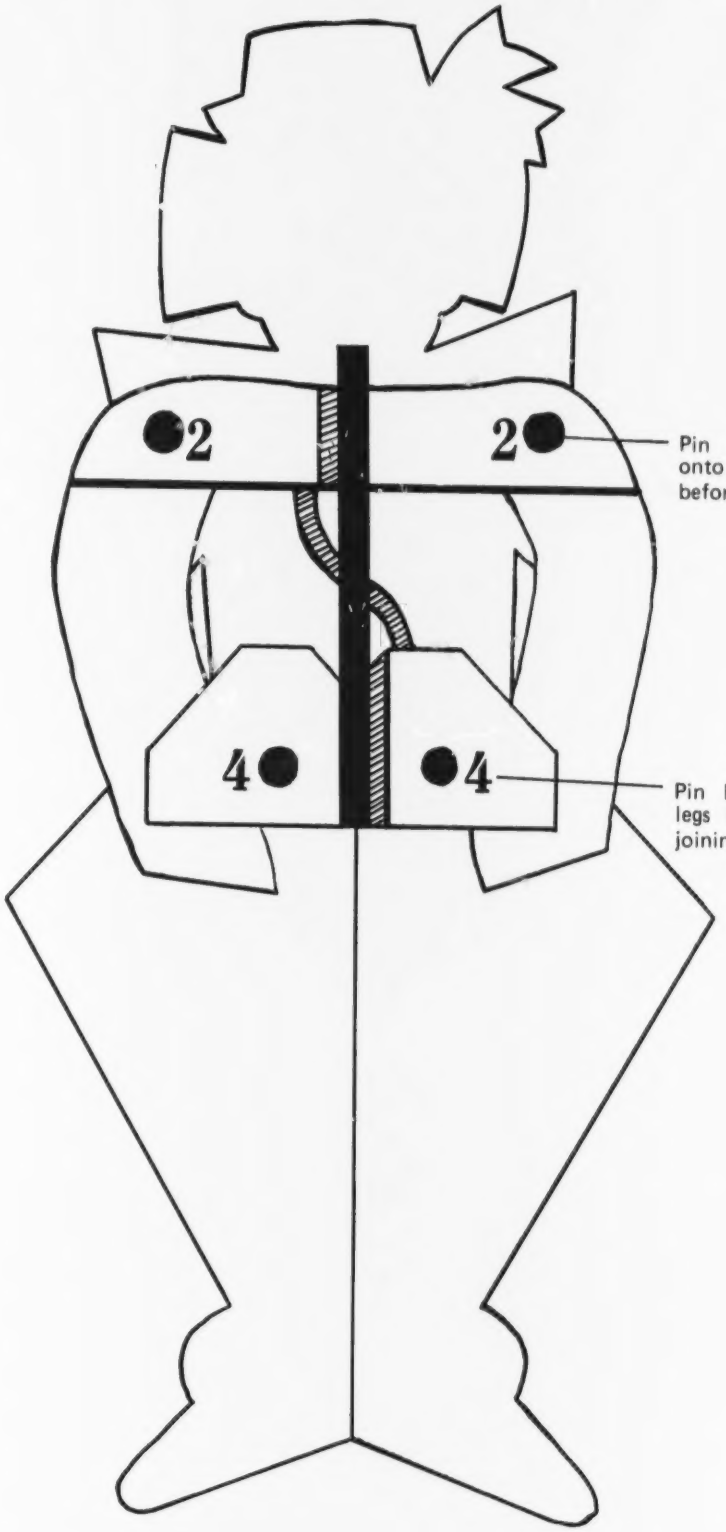
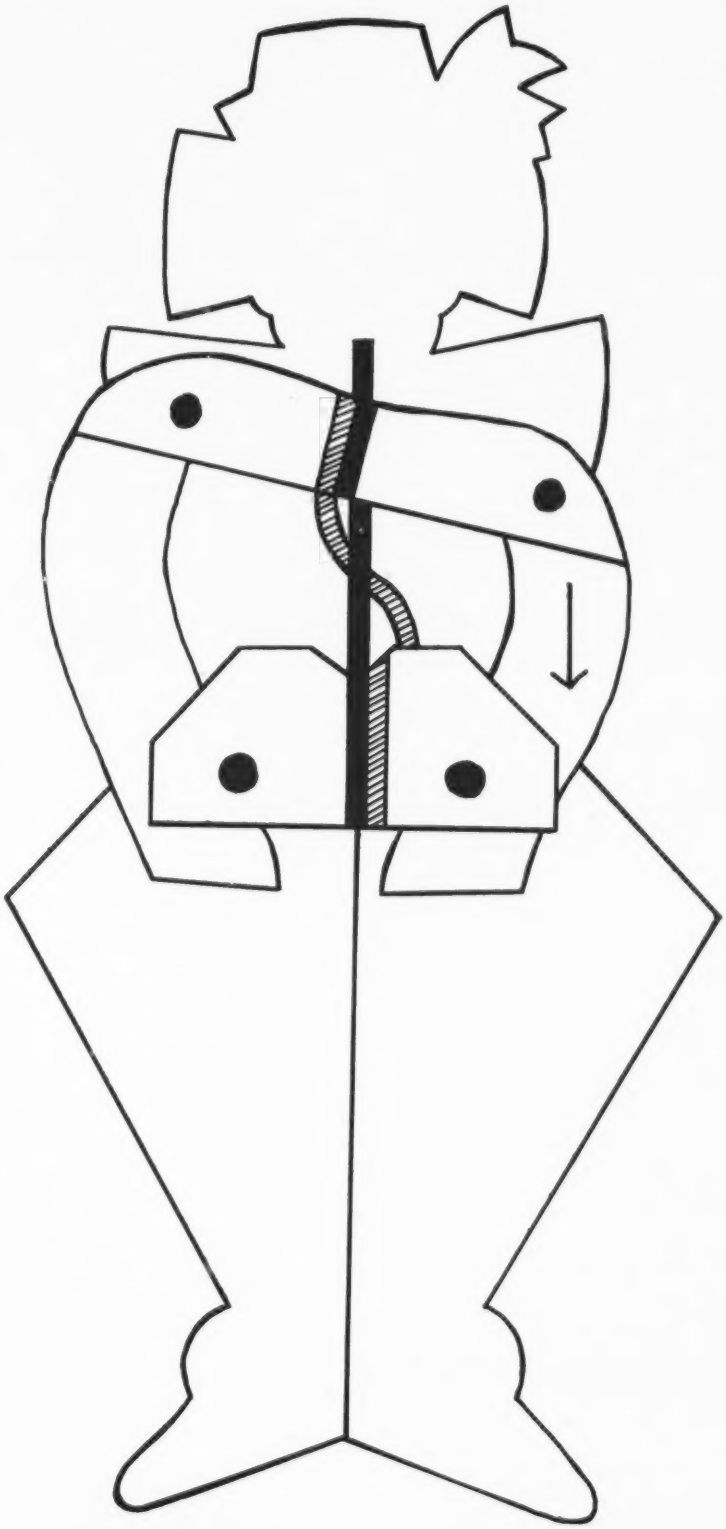
Back view



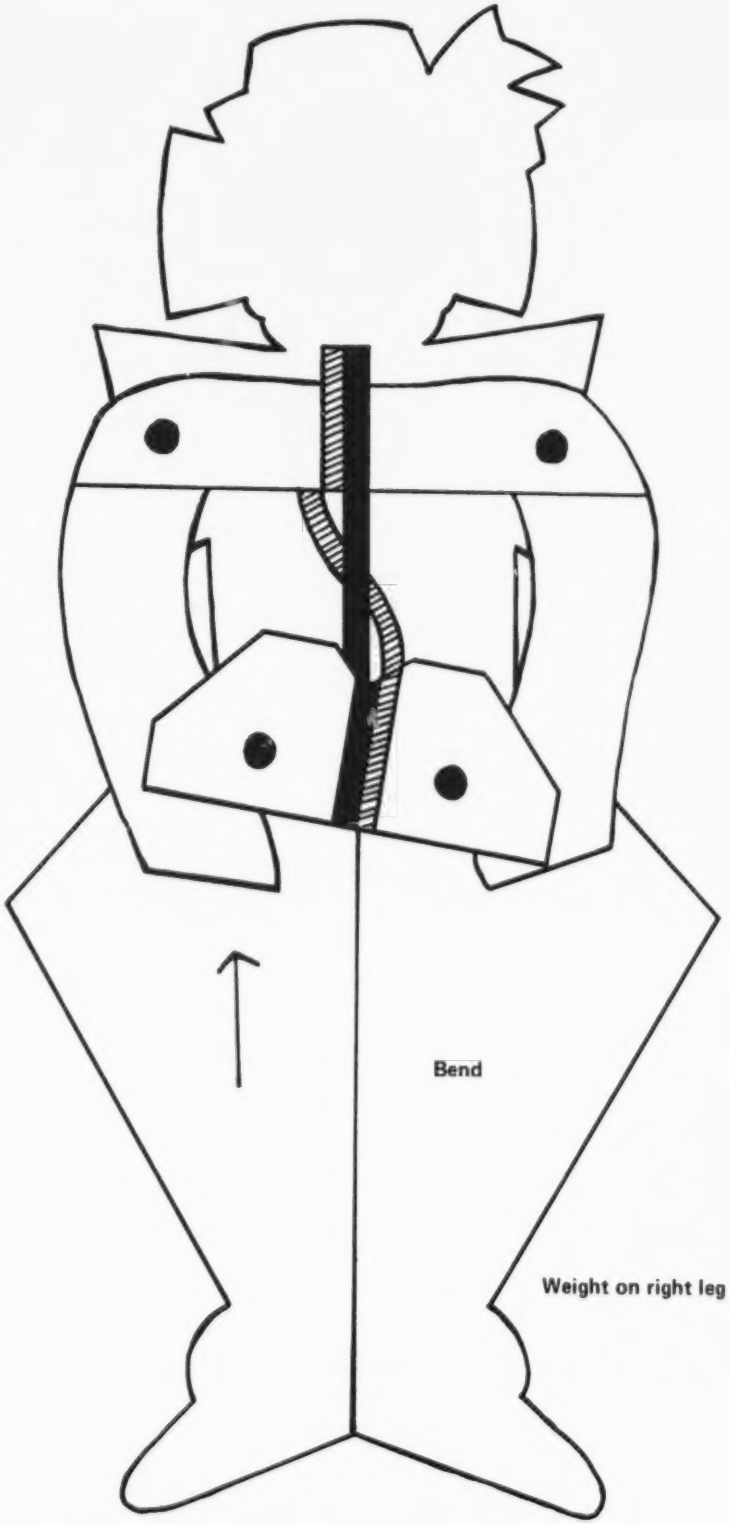
Pin shoulder girdle onto the arms before joining to the body

Pin hip piece onto the legs before joining to the body.

The effect of carrying a case or schoolbag for too long in the right hand



The effect of standing on one leg



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Bevilie Watson is a physical educator in Adelaide, South Australia, with widespread experience in the teaching of handicapped and poorly co-ordinated children.

After her physical education training at the Adelaide University, she was the sportsmistress in an independent school, where for six years she taught children from four to eighteen years. Seven years later, she began teaching privately in her own home, initially for the benefit of her three small daughters. Children soon came from far and wide to participate in her programs. Special facilities were added to the house and a small, well-equipped gymnasium was established.

Because of her emphasis upon the promotion of body awareness and the development of basic skills, her work became recognised amongst educationalists, psychologists and paediatricians as being especially beneficial for children with co-ordination problems. These children she integrated into her classes for normal performers.

For seven years she conducted special classes for autistic children, pioneering a field of physical education which was new at that time. Deaf-blind children were integrated into these classes.

The classes in her home have included children, with various disabilities, ranging in age from four to fifteen years and have also included adults of all ages who have attended 'Keep Fit' programs, conducted during the past eighteen years.

Because of her involvement with helpers from various fields in education, her programs have played an important part in teacher training in special physical education over the past twenty years in South Australia.